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ABSTRACT

This conference was held to bring librarians and users from academic, public, school, and special libraries together to discuss how resource sharing among all types of libraries, for the benefit of all types of users, might be enhanced through formal multitype networking. A conference workbook was provided for participants to read ahead of time, and much of the work accomplished at the conference was done through interaction in small and large group sessions. Several resource persons and an on-site study collection were also provided, as well as two major speakers. These proceedings comprise: (1) the keynote address, "Legislation to Provide Something to Share" (Major R. Owens; (2) summaries of daily activities; (3) the conference address, "Benefits of Multitype Cooperation" (Hugh C. Atkinson); (4) an agenda for action; and (5) a response by Gary E. Strong. Appendices include: a full list of conference attendees; the conference workbook containing commissioned essays as well as the results of commissioned research on multitype networking; a bibliography of the on-site study collection; and brief biographies of conference resource people. Papers included in the conference workbook include: "Performance, Organization and Attitudes: Factors in Multitype Library Networking" (Betty J. Turock); "The Nature of Exchanges between Libraries in Multitype Cooperatives" (Barbara M. Robinson); "Funding Multitype Library Cooperatives" (Scott Bruntjen); "Multitype Library Networking: A Bibliography" (Betty J. Turock); "California Library Resources and Resource Sharing: An Overview" (Cy H. Silver); "Options for Multitype Library Cooperation under California Law" (Cy H. Silver); "California Libraries and Networking: Report of a Survey" (Nancy A. Van House); and "A Library Is a Library Is a Library--Or Is It? Report on Library User Group Interviews" (Diane E. Johnson). (THC)

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Proceedings

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CALIFORNIA CONFERENCE ON NETWORKING

September 19-22, 1985
Kellogg West Conference Center
Pomona, California

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CALIFORNIA CONFERENCE ON NETWORKING
September 19-22, 1985
Kellogg West Conference Center
Pomona, California

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INTRODUCTION

The California Conference on Networking was held from September 19 through September 22, 1985, at the Kellogg West Conference Center, California State Polytechnic University in Pomona. Librarians and users from academic, public, school and special libraries met together for the first time to discuss how resource sharing among all types of libraries, for the benefit of all types of users, might be enhanced through formal multitype networking.

Approximately 50% of the participants were invited by the planning committee in order to assure participation from all types and sizes of libraries, from professional associations, and from major library resources. A call for additional participants, accompanied by statement of interest forms, was sent to several thousand library outlets in late spring of 1985. The remaining participants were chosen from more than 300 librarians and library users who subsequently filed statements of interest with the planning committee. The committee felt strongly that all persons interested in networking were important to the conference. Hence, those who were not able to attend the conference were encouraged to remain on the mailing list and copies of the proceedings were reserved for them. The full list of conference attendees is included in Appendix B of this volume.

Members of the planning committee outlined overall objectives for the conference and specific objectives for each day's activities. These objectives were mailed to participants as part of the conference agenda (Appendix A) a few weeks before the conference began.

It was important that all participants have access to appropriate and timely information about multitype networking. The committee chose to approach this task by providing a conference workbook for participants to read ahead of time, several resource persons familiar with the issues involved in networking for on-site consultation and presentations, and two major speakers who could inform and inspire the work of the participants. An on-site study collection was also used (see Appendix D). The workbook, which contained commissioned essays as well as the results of commissioned research, is reproduced in its entirety in Appendix C. Very brief biographies of conference resource people are included in Appendix E.

Much of the work accomplished at the conference was done through interaction in small and large group sessions. Full group sessions were facilitated by Barry Rosen, of Interaction Associates in San Francisco. Rosen trained 12 volunteers who facilitated small group sessions.

These proceedings summarize results of all group sessions. Historical materials from each group session are on file with and may be requested from: Peninsula Library System, 25 Tower Road, Belmont, CA 94002.

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The Planning Committee –

- Marge Abel, Intel Corporation
- Gregg Atkins (chair), College of San Mateo Library
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- Elaine Graham, PSRMLS, Biomedical Library, UCLA
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- David Sabsay, Sonoma County Library
- Cy Silver, California State Library
- Lynn Stevenson, Palos Verdes Library District
- Phil Wesley, California State University-Dominguez Hills Library
- Dian Gillmar, Metropolitan Transportation Commission Library (partial term)
- Darcy Van Vuren, PSRMLS (partial term)

The Consulting Librarians –

- Gordon Barhydt, Central Colorado Library System (Denver)
- Diane Johnson, independent consultant (Seattle)

The Administrative Assistant –

- Genevieve Fritchman, Peninsula Library System

The Resource People –

- Hugh Atkinson, University of Illinois Libraries
- Scott Bruntjen, Blue Bear Group, Pennsylvania
- Bob Drescher, New Jersey State Library
- Jan Beck Ison, Lincoln Trail Library System, Illinois
- Major R. Owens, U.S. House of Representatives, 12th Dist., NY
- Barry Rosen, Interaction Associates, San Francisco
- Betty Turock, Rutgers University, New Jersey
- Nancy Van House, University of California, Berkeley

The Small Group Facilitators –

- Carlene Bogle, Loma Linda University
- Wendy Culotta, California State University, Long Beach
- Rosemarie Falanga, Information Counts (Berkeley)
- Virginia Kalb, California Media and Library Educators Assoc.
- Paul Kittle, Loma Linda University Medical Center
- Phil O'Brien, Whittier College
- Margaret Pappas, California Family Study Center, Burbank
- Kathleen Puffer, Veterans Hospital, Loma Linda
- Diana Reimer, California State University, Long Beach
- Harold Schliefer, California State Polytechnic University
- Marie Wallace, Latham & Watkins, Attorneys, Los Angeles
- Myra White, OCLC Pacific Northwest

The staff of the Kellogg West Conference Center –

And last, but not least,

Each of the participants (and each of those who had an interest in participating) – without you, the real work would never be done!

Keynote Address:

Legislation To Provide Something To Share

Presented at the California Conference on Networking
September 19, 1985

THE HONORABLE MAJOR R. OWENS
12th District, New York

Without a doubt this is a historyaking conference and I am honored to have been invited to serve as your keynote speaker. Altugh this is not the first conference of its kind, from my general observations and from my reew of the presentations in the conference workbook, I think it would be accurate to say that no onference of this kind has ever had the benefit of a more thorough preparation. Beyond the bac preparations, I congratulate you on your very fascinating collection of conference resource pele. The biographical summaries indicate a very impressive array of specialties and experiences

Indeed, I must confess that the is only one person listed among your conference resource people who seems a bit out of place. When I compare my ever-increasing distance from the nuts and bolts of our profession to the imate knowledge of these experts on such matters as the austerity management of libraries; da conversion; multitype networks; technology transfer and utilization; when I consider these anseveral other noteworthy specialties I begin to feel a bit inadequate.

On the other hand, I can take cofort in the fact that you have a copy of the program where my topic is listed. By now you have d time to adjust your expectations. By now you know that I'm here to talk about political power nd legislation tonight – the real program doesn't begin until tomorrow. By now you know that fo most of this conference you will be focusing on ways to improve systematically on the practicaoncept of networking, the noble idea of sharing. Tonight I begin with the assumption that, amg all of the professions, librarians already stand out as the pioneers and trailblazers in cooperan and sharing. Whatever you accomplish during the next three days will be a further structurg on an already well-established foundation.

Nobody knows exactly when th irst interlibrary loan transaction took place. Informal interlibrary loans practice in America ma pre-date the organization of the library profession. According to the Library of Congress Congsional Research Service, the more formal concept of interlibrary loan was first discussed in t very first issue of *Library Journal* in September, 1876. A Samuel Sweet Green recommended tablishing agreements to loan among libraries. In 1913, the American Library Association held i first symposium on interlibrary loan. In 1919, the first code was adopted by A.L.A. The code wa updated first in 1940 and again in 1952. In 1956 the Library Services Act provided new stimulan for sharing, and in 1966 the Library Services and Construction Act continued and expanded the stimulants. Now in 1985, we have, of course, moved far beyond the simple sharing of books a d other materials. Unlike hospitals which required a federal mandate before they recently began o systematically share expensive resources, libraries have for a long time been enthusiastic pacipants in systems for sharing.

One basic concern of mine tonig is this fact that libraries have shared resources so willingly, so effectively and for so long that it h in some cases become a liability; a fundamental advantage has been twisted into a disadvantage But sharing is a basic part of the practice of austerity management. In many cases the extraonary ability of librarians to successfully practice austerity management has proved to be a curs The ability to achieve high levels of cost effectiveness and efficiency too often has not been rearded by budget decision-makers. Whether they are city managers, university presidents or ngressmen, instead of recognizing the austerity management talents of librarians with appriation and rewards, too often the response has been a demand that librarians must do even re with much less.

Librarians have a serious proble Our generosity in sharing is like a rubber band. Even with the best of intentions, if you continu to stretch a thin rubber band it will break. Librarians have the right attitude about sharing. Wi efforts like this conference we will continue to refine and make more perfect our structures fo haring. But despite the appropriate attitude and structures the great danger that lurks forever in e shadows is the dwindling of available resources. We need thicker rubber bands. Libraries of al ypes need more and better resources. In order to make certain that there will never be a wideread fear of sharing we must take steps to guarantee that there is more to share.

Legislation is just one way to obtain more to share. But legislation is a pivotal process in our efforts to obtain the necessary resources. Whether it is at the city, county or state level, when our lawmakers and government budget makers act they not only make dollars available, they also communicate a sense of priorities to every segment of our society. Foundations, corporations and individual contributors are today following the lead of government more often than establishing new directions themselves. Among the levels of government, local government is likely to follow the lead of state government, while state government allows Washington to play a dominant role in setting its priorities. Most of us are old enough to remember the stagnant period prior to the coming of LSCA with its requirements for state plans. Some may remember the period prior to special funding for research libraries when a quiet crisis was created when several major research libraries indicated that the burden of interlibrary loans was becoming too great for them to bear without federal assistance.

Washington in the past and Washington today is the place where a very important tone is established for library concerns. There is a fallout effect from Washington that showers down on all other levels of government and on all sectors of the economy and the society. Unfortunately the news from Washington this year is not good news. The President again placed zero in the budget for all library programs and Congress was forced to wage an uphill fight to maintain the status quo. Although nearly two months have passed since the budget agreement was finalized by the House and the Senate, there is still no clear statement showing what "status quo" means for fiscal year 1986. For example, last year, the budgeted amount for LSCA was 125 million dollars. The estimated expenditure for LSCA, however, was only 86.9 million dollars. The question is: will the fiscal 1986 budget be set at this lower level? And a larger question, of course, relates to the fact that such a large percentage of the 1985 funds were not spent. Surely the money was needed throughout the country. What kind of bureaucratic sabotage did the administration engage in to prevent the expenditure of authorized and budgeted funds?

In the area of higher education we think the budget reading is clearer. College library resources will move from zero to 12.5 million. Library careers will move from 900,000 dollars to five million dollars. Research library resources will move from 6 million to 12.5 million dollars. None of these figures relate to the enormous needs of the library community. All of these allocations use 1981 as the starting point and that was the year of the dramatic cutbacks in human service programs. As you can see then, the only good news from Washington is that we prevented the zero funding disaster recommended by the administration. But Washington continues to fail to place libraries on a priority list. There are very few decision makers who have the vision to see the inevitable. However, time and the forward movement of events in our complex society are on our side. As the complexity of our society escalates daily and the information needs of every citizen multiply, there is a kind of march toward a long-term inevitability of the recognition of the roles libraries and information systems must assume. And with this recognition will come the legislation for funding.

The contest with our commercial competitors such as Japan and West Germany will push us more rapidly toward this inevitability. Research, technology development, technology application, salesmanship, and language proficiency all require readily available information resources. Certainly, the intense ideological struggle between the two great super powers – the United States and the Soviet Union – will push us more rapidly toward this inevitability. Despite our knowledge of these forces which cannot be halted, librarians should not sit and wait for the inevitable to happen. Librarians have an obligation to provide focus and direction for the unfolding information revolution. The inevitable cannot fully express itself without our assistance. Librarians must be the midwives for an era still in the process of being born.

To put it more bluntly, despite the emergence of obvious massive needs for information, a decade or two could be wasted with fumbles and blunders before those needs are adequately met. Early failures will fuel the confusion and meaningful efforts will be forced to compete with monstrous experiments like the A-76 contracting out of federal libraries. No, the library profession should not wait for the inevitable. We must seize the initiative and strive to gain both the legislative authority and the legislative funding to do the job which should be done. Librarians must gain the power to develop the networks and the systems; the political power to provide the necessary collections and the databases.

Political power is never accumulated by accident. And in today's political arena legislation is never passed without the marshaling of considerable political power behind the legislation. Yes, it is absolutely necessary for librarians to come together in conferences on networking and other professional matters. At all conferences and other gatherings of librarians, some time-outs should be called to discuss the political process. Years of struggle and disappointment can be avoided if the right legislation is put in place at the right time. Years of hard work can often be preserved by preventing the enactment of backward and primitive legislation. Political power is a defensive as well as an offensive weapon.

Political power first requires unity and the centralized pooling of resources to create a "presence" as close to the halls and chambers of decision-making as possible. The carpenters of America understand this need for a presence. The letter carriers understand the principle. The operating engineers, the airline pilots, the machinists, the teachers; all of these groups understand the need for a presence in Washington. All of these groups own buildings in Washington. Many unions and associations with members much smaller in number than the library profession maintain a noticeable presence in Washington.

Presence means more than occupying physical space. Presence means having the staff and the capability to write legislation and deliver it to sympathetic lawmakers. Political presence means staking out your own area of turf; that is, determining those issues which belong primarily to your group and never yielding philosophical ground. Everything related to library and information services is part of our turf. The turf that we neglect will be claimed by some other force on the Washington scene. For example, David Stockman and the Office of Management and Budget discerned a vacuum with respect to the federal executive branch libraries and decided to take over. Edwin Meese, while counsel to the President, decided to capture headlines by discarding government document titles from a collection that the library profession had forgotten to weed.

Neglected or unfinished business in our area of turf will become an albatross around our necks. Political presence means that respect is commanded and this respect is won and maintained only by those who cover and continuously patrol their turf.

Political presence also means the capability to punish and reward. Punishment and reward may begin with a simple rating of the voting records of lawmakers. It may go as far as the mobilization of volunteers for or against a lawmaker. Punishment and reward reaches its peak in the capability of a group to make financial contributions to a lawmaker or to his opposition.

There is no reason why librarians cannot establish the fullest possible political presence in Washington. If all of the various tributaries of this profession were to pour their resources back into one political mainstream effort, we could create a highly visible and dynamic presence in Washington.

E.J. Josey, the outgoing president of A.L.A. has called on librarians to lead the way for a new coalition building effort with other educational and human service organizations. Josey rightly maintains that all institutions dedicated to the public good are under attack and therefore should all unite for a common defense. This coalescing with others is highly desirable and I enthusiastically endorse the effort. But, meanwhile, back home among the librarians, when will school librarians begin to speak to public librarians? And when will academic librarians show an appreciation of children's librarians? How long will special librarians and medical librarians and law librarians hold their conferences separate and apart from these other librarians? Before we can forge coalitions with groups beyond the library profession we must first build solidarity among librarians.

Ask yourself when you last went to a conference or attended a workshop with librarians who were not your type? Do federal librarians care about the problems of rural librarians? Do military librarians have anything in common with inner city librarians? Do we truly believe that all librarians are more alike than they are different? Can we affirm the fact that we are bound by a common body of knowledge and training; that we are bound by one universal mission to harness the continuing explosion of knowledge and information, and to place that knowledge and information within the reach of all of those who seek to use it?

The wisest among us already know that there is only one public perception, only one overall image of the librarian. We understand that the long-term fate of one type of librarian is inextricably bound up with the fate of all the rest. When large corporations grant new recognition, respect, and pay increases to database librarians or what they sometimes choose to call database administrators, a process is set in motion which eventually impacts on the recognition, respect and pay scale of the junior high school librarians. When the Federal Office of Personnel Management moves to reclassify federal librarians to a lower civil service grade, an important precedent is set which threatens to lower the civil service classifications grades of librarians throughout the country.

Without continuing to belabor the point let me return to the basic argument in a clear and direct manner. I am saying that more solidarity among librarians is needed. I am saying that great political power can accrue from such internal coalescing. Such a new unity among librarians could generate the resources to establish a more effective political presence at every level of government. Certainly at the pinnacle of power in Washington where the pace and tone of the nation is set, in Washington where the opinions of most public policymakers are molded, in Washington there could be an appropriate "giant" library presence to represent our needs.

In order to get legislation to provide more to share, before we will be allowed to design and implement the systems for networking that we know are needed, we must establish this new presence. The small three-person A.L.A. Washington office, no matter how hard the staff works, can never provide an adequate political presence. In addition to A.L.A. increasing *its* allocation for its Washington activities, it is necessary that the Special Libraries Association, the Medical Librarians Association, the Law Library Association and all other organized professional associations and groups contribute reasonably to establish this unified presence. Nothing is more practical than uniting to obtain proper recognition, and the appropriate authority and budget allocations which flow from such recognition.

I am certain that all of you want to see the fruits of your labor this weekend recognized by important decision-makers. Collectively, you have a vision of what library networks could do and should do in the state of California. You have a vision, a blueprint and commitment to make your plans a reality. But all of us are old enough and experienced enough to know that most of what is decided here this weekend will have to be approved at higher levels. If new rules or regulations or laws are necessary, someone else will first have to be convinced.

If and when we achieve the necessary national political presence, here is the kind of 20 year national legislative program that I think could be achieved. You could subtitle this "The Legislative Fantasies of the First Librarian *In* Congress". In total these items represent the kind of federal umbrella of support activities which I think you need at the state and local level.

I. *A massive increase in aid to library education.*
II. *Federal subsidies for long-term protection against rising postal and telecommunications rates.*
III. *Continuation of LSCA with funding at the pre-1981 levels plus a one-time capital grant program for new technology hardware.*
IV. *A national designation of library and information services as a public utility important for national security.*
V. *Legislation to insure the availability of certain databases, retrieval systems and collections in the interest of national security.*
VI. *Federal monitoring and supervision of nation-wide information systems.*
VII. *Requirements for the more streamlined management of federal information resources-executive branch libraries and government documents from all sources.*
VIII. *Decentralization of the Library of Congress.*

This job of convincing, of explaining and selling ideas, concepts and systems is a full-time job. Every decision-maker in America needs to be exposed to a vision, a blueprint of the role libraries must be allowed to play in the future life of our nation. Only an adequate political presence can carry out the mission of selling this blueprint. It is a never ending task. We must insist that America can remain *America, the Beautiful* only if it becomes *America, the Informed.* Libraries are needed to help move America beyond basic literacy to information literacy and computer literacy and technological literacy and literacy in international cultures.

To achieve all that must be accomplished, in addition to state networks, we must have a national information grid , a more streamlined management of federal information resources, a decentralization of the Library of Congress, and a set of national security assurances for standard information systems. Only librarians know what is needed. Only librarians can provide the leadership to guarantee an informed America. In these closing years of the twentieth century and at the dawn of the twenty-first century, libraries are definitely not a low-energy activity. Libraries are not superfluous, ornamental or subsidiary in the intellectual processes which are the ultimate forces which shape our world. Librarians must sound the alarm. The message that a society which resists the age of information will rapidly become obsolete is a message which librarians are qualified to carry. Librarians have a rendezvous with the American consciousness. Our challenge is to create a new mass awareness of this age of information.

To insist that what you are undertaking this weekend is a vital part of a larger national security effort is not to indulge in melodrama. It is not an exaggeration to state that in our lifetime the leaders of our nation will be forced to recognize the fact that national information grids, systems and networks; federally protected collections, databases and retrieval mechanisms; these and all of the administrators and supportive personnel necessary to guarantee a steady flow of information to all sectors of our society are indeed vital to our national security. This weekend as you ponder the mechanisms for sharing information you are also providing the justifications for providing more resources to share. At the same time you are taking important steps toward obtaining the political power needed to gain more to share. I congratulate you on your first steps and I look forward to joining you as we take those new additional steps forward to win, at every governmental level, the passage of legislation to provide the funds we need to purchase more to share.

SUMMARY OF ACTIVITIES: Friday, September 20, 1985

The objectives for Friday's activities were:

1. To provide background information on multitype cooperation.
2. To develop possible functions and services of multitype cooperatives.
3. To understand possible benefits and barriers to multitype cooperation.

After a brief review of the day's program, participants were divided into three groups of approximately 40 persons each. Each group then spent the morning cycling through three presentations/question-and-answer sessions, each of which built on material included in the conference workbook. Presenters were asked to briefly present key concepts, then to respond to questions and concerns of each group. Recorders were present in each session, so that questions and concerns could be easily passed along to the next resource person the group encountered in order to avoid duplication in the presentations. The three presentations and presenters were:

a) Multitype funding – Scott Bruntjen
b) Multitype organizations/activities – Jan Beck Ison
c) Multitype partnerships/governance – Barbara Robinson and Bob Drescher

Key concepts from all sessions were discussed briefly by the full group before lunch.

Small group sessions were held in the afternoon. Each small group was composed of librarians and users from different types of libraries, typically strangers to one another.

Each group had a specific agenda, based on the assigned work for the afternoon: to develop lists of possible functions and services, benefits and barriers, for California multitype cooperation. Each group was assisted by a trained facilitator; each group's work was recorded by a volunteer recorder. Each group assigned a spokesperson to share their work with the larger group at the end of the afternoon. After this "reporting out" session finished, and comments were shared about the day's activities, group members were free to socialize with one another.

SUMMARY OF ACTIVITIES: Saturday, September 21, 1985

Lists of functions, services, benefits and barriers identified in small groups on Friday had been consolidated and duplicated, and were distributed to participants as they met on Saturday.

The original objectives for Saturday's activities were:

1. To share ideas on multitype cooperation: functions, services, benefits, barriers.
2. To develop consensus on benefits.
3. To develop potential multitype services and structures for California.

The participants did not adopt these objectives, but developed the following objectives instead:

1. To determine the strength of conference participants' support for multitype networking.
2. To develop a list of resource sharing needs and gaps.
3. To make recommendations for future action.

Saturday morning was spent in full group session, discussing whether the need for multitype resource sharing really existed and collectively developing a list of needs and gaps. After lunch, participants met again in small groups to outline specific recommendations concerning multitype networking in California. These were once again shared in the large group before the group adjourned for dinner and for the conference address by Hugh C. Atkinson.

Again, the materials developed in small groups on Saturday were consolidated, duplicated, and made ready for distribution at the Sunday morning session.

Conference Address:

BENEFITS OF MULTITYPE COOPERATION

Presented at the California Conference on Networking
September 21, 1985

HUGH C. ATKINSON

Director
University of Illinois Libraries
Urbana-Champaign

One of the problems in networking is keeping a sustained effort and commitment to the ideal. The initial burst of enthusiasm may not last. We must make the effort and apply the techniques to sustain that kind of enthusiasm or at least the commitment to the network over the next years. It seems to me, that the network idea, the concept of interdependent libraries working together to provide higher quality and quantity of library service, is an idea whose time not only has come, but whose implementation is well under way. While the technology makes the possibility of networking truly available as a practice rather than as a theory, as the first flush of enthusiasm subsides, one must recognize that it takes a continuous and strong commitment to the concept of networks to make them work.

One has to be realistic about the benefits of networks, and one has to be willing to overcome the natural obstacles to such a fundamental change in the way libraries and library service are administered and provided. It is inevitable that there will be some loss of interest and enthusiasm. It is also inevitable that there will be disagreements and conflict about the way the network should be operated. Even if you appoint a network czar, those conflicts and problems and concerns continue. When we elect or appoint a director of a library (a library czar) we all know that a fair amount of discussion, disagreement and difference of opinion occurs in that area as well. One should expect no difference in the administration of a network.

The most important thing we can do when thinking about networks and their formation and administration is to attempt to recognize that we can make a new beginning in library service, even if we have failed in the development of library services in local libraries. We have at least partially failed there by imposing on the patrons the library way of doing things as opposed to the way patrons would have us do them. We might be able to remedy at least that error in librarianship in the formation and operation of the networks. In case you are wondering what kinds of impositions I am talking about, let me give you an example that occurred in our library. This incident happened about five to six years ago and happily we have since modified our procedures.

I was on the train to Chicago to meet with my colleagues about the governance of our LCS network. I noticed a Professor of Sociology who was on his way to give a lecture at one of the institutions in that city. He was carrying a book that had one of the streamers that are in Interlibrary Loan items. When I was talking to him I noticed that the fore edges of the book were stamped with the name of Oak Park Public Library. Oak Park is a near suburb of Chicago. I asked him how he got the book. Did he get it on Interlibrary Loan? Did it satisfy his needs? The book was *Black Neighborhoods*, by D. and R. Warren, a standard work in urban sociology of which I knew we had a number of copies as do almost all academic libraries. Well, the Professor was quite enthusiastic about the new computer network, and mentioned to me that it really helped his interlibrary loan activity. He said that things had worked just fine. As I talked to him a little more, I discovered his idea of "just fine" included somewhat odd perceptions of the ways libraries do business.

He had gone to our Interlibrary Loan Office and had requested that we borrow the book because all of our copies were out. In those days the standard library response was that we don't borrow books from other libraries if we own them. We recall them from the patron that has them. Professor Harvey knew that the recall process was at best a very iffy situation; many times the person having the book out did not return it with any reasonable speed. He thanked the Interlibrary Loan people and figured that he would go over to the Champaign Public Library.

Now, the borrowing activity (not the lending) of our Interlibrary Loan program, is performed by the Lincoln Trail Library System, the one Jan Ison heads. Lincoln Trail has a contract with us to perform all of our borrowing functions. We pay a fee and Lincoln Trail uses our collections. The same staff processes our Interlibrary Loan requests as well as those from the various member libraries. In the early days of that arrangement they had simply taken over all of our previous policies on interlibrary loan. That is why they checked with the Professor as to whether or not we had owned the item and having discovered that we did, refused to borrow it. That was our rule, not theirs.

Professor Harvey trotted over to the Champaign Public Library, since he lives in Champaign and is a perfectly valid user, and checked to see if that library owned it. They did not, but they offered to borrow it for him. He said, "Fine," and the book was processed through the same people who had refused him a couple of hours earlier. In a very short time, since we use an automated data base, the book arrived. Professor Harvey, believed that this was sort of a peculiar procedure that we had insisted on for his own good. (What do you expect from people who insist on calling George Eliot-Evans, Mariann (afterwards Cross)?). Since he got the book in a relatively short time, he was quite happy with the system and told me that it was a wonderful system. As you might well imagine, I was somewhat disappointed. When I got back from Chicago we had some discussions about rules like that and now have dropped that particular barrier to library materials.

As we gain more experience in resource sharing, we are discovering that a very large portion of our incoming materials are borrowed not through the Lincoln Trail office (or any office for that matter) but directly by our patrons ordering materials through the computer system. Our analysis of what we are borrowing shows that about half the items we borrow are items that we already own but are unavailable to the patron at that time. To refuse to borrow such items is an example of imposing on the patron the library way of doing things as opposed to the way patrons would have us do them. It is hoped that within the network the number of barriers to use of the library are decreased not increased.

Let us also hope that it is at least as easy and quick to use the network as it is to use the library. Hopefully, both can be easier and quicker. That means, of course, in our society, that that long trend of transference of library record keeping activity from the library staff to the patron should be accelerated in the development of network operations. It was not so long ago that a book was circulated in a library by having the librarian write down in some ledger the author, title, and call number or location of the book and the name and address of the borrower. Obviously that extraordinarily slow, cumbersome, and inefficient process gave way to book cards, filled out by the patron. That, in turn, gave way to McBee key sort cards or Gaylord charging systems which have been giving way to computer-based systems. All of those processes seem to be leading toward more and more self-service activity, very similar to the self-service operations in large retail establishments.

One can note that even the cash registers in grocery stores are using laser readers and it is but a small step toward even more automation and self-service. The same process will continue in libraries. It is only in that way that we will be able to handle the numbers of people who should be using the libraries and the levels of needed service. The need for information and for libraries is so great that if all those who needed them would use them, we would not be able to handle the crowd. I hope that network operations will at least recognize that fact and be designed in ways that will make it possible to provide for the level and volume of library service that is needed.

One of the things to avoid is the worry about who is in charge. One must commit oneself to the concept that by and large it is the patron who is in charge not the director of the largest library in the network, not the head of circulation of the busiest branch nor the interlibrary loan librarian nor the executive committee of the network. One of the great fears which itself leads to one of the barriers in interlibrary cooperation and networking is the fear that someone else might be in charge and that that person will not take the same responsibility toward the material or services or patrons which would be expected from the employee of the home library. The process of overcoming that not unreasonable fear takes a commitment and deep belief in the overall advantages of networking. It is no small task.

As an example of such commitment and the way it pays off, let me note our experience within one network. We, along with twenty-seven other institutions, share a joint computer system, LCS. The agreements among the twenty-seven institutions are that each of us will treat the other's students and faculties the same way we treat our own with reference to borrowing privileges and the like. Secondly, we agreed that the various participants can do remote charging of materials from each of the institutions. We also have a delivery system administered and funded by the State Library. That delivery system ensures pretty much two to three day delivery within the state, sometimes even faster. Since each of us are using the system as a circulation system, all of us have a registered borrowers file in the system, that is a file of our registered students and faculty. The system controls the circulation. The patron can be affiliated with any institution. The book can be affiliated with any institution. The system allows a patron to search the other twenty-seven data bases and to charge an item directly from the terminal. Most of the charges seem to occur after a search has been performed by library staff for a patron, but an increasing number are done by the patron from a public terminal.

Last year the University of Illinois at Urbana-Champaign borrowed approximately 130,000 books and journals using that system. Coupled with close to 30,000 items that we have borrowed through the standard interlibrary loan procedures, administered by the Lincoln Trail System, that means that we are now borrowing some 160,000 items yearly. Of course, we lend close to 100,000 volumes a year mostly to public libraries and smaller academic libraries in the state. That lending is done through the 18 regional library systems, some of which are multitype.

Two Ph.D. candidates have written dissertations using LCS data; one analyzed borrowing patterns. It is clear that institutions with active faculties, active students, and with large collections are far more likely to borrow in an area of strength (given all the systems and procedures being easy and equal) than the smaller ones. The smaller institutions can use larger more esoteric collections but in fact they don't use them as much as the larger ones do. So it is to the advantage of the large active institutions to join with differing kinds of institutions as well as with similar institutions. Whether it's similar or different kinds of institutions, the ability to get materials into the library patrons' hands increases significantly. In our case, it has become such a significant part of the library activity that I find it difficult to conceive of doing without it. We have come a long way towards reaching the goal that I set for the library some three years ago. I have no factual data to support that goal. I have no experimental results which prove my assumptions or my conclusions. Nevertheless, these are what they are.

First of all, I believe that by and large a world-class library such as the University of Illinois at Urbana-Champaign fails some one-third of the time in the provision of library materials. That is, when a patron comes in to our library, he or she leaves the library with approximately two-thirds of the items that he or she had wanted and fails to receive some one-third. Now that's from a really good library, a library with close to 7,000,000 volumes and one with a very high quality collection. A very large portion of those failures are for items that the library at least theoretically owns but somehow cannot supply to that particular patron at that particular time. It is my belief that it is not unreasonable to expect to provide patrons with approximately one-third of our failures by using other libraries, interlibrary loan, and resource sharing agreements. Since we have a total general circulation of about 2,000,000 volumes, a third of a third (which is about 10%) will require us to borrow 200,000 items to reach the goal of satisfying one-third of our failures with materials from other libraries. I am absolutely sure we will reach that goal. We are going to reach it through participation in a library network which has direct access through an automated data base, coupled with a delivery system which makes the delays between the ordering of the material and its arrival in the library small enough to be viable.

By the way, I placed the same kind of goal on our efforts in the area of Coordinated Cooperative Collection Development. Much to the dismay of our collection development officer, I have publicly stated that the goal of that program is to recover yet another one-third of our failures. It seems to me that if we can recover a third of our failures through unplanned inter-institutional arrangements, we ought to be able to operate on a level which will provide another third through planned and cooperative purchasing agreements. There is no real magic about one-third. It could be one-fourth, it could be a fifth, it could be fifty percent. Since I think of one-third as clearly attainable through Interlibrary activity, I would suggest similar goal setting on all of our parts.

By setting such goals one provides a framework for planners, in this case in either interlibrary loan or in cooperative collection development, to work within. Goals of such magnitude do mean that there is a clear effort on the part of all of the library staff to use the network. There is a clear need to minimize delays in all facets of the network and to have as little interference between the patron and the transaction as possible. When that is applied to cooperative collection development, it requires the same kinds of judgments and analyses that are required in local collection building, rather than simply palming off the purchase of either very expensive or very rarely used items to the cooperative program.

One of the worst errors one can commit is the building of what might be called a Potemkin network in which there is a facade of access but it is never used. When a network tells me that it has purchsed the whole 19th century file of the *Hog Farmers Gazette*, I ask how often it is used. If the answer is "never" and that is quoted as success, I have deep suspicions about the efficacy of such a network. When people tell me that they have saved lots of money by not buying things because the network has purchased them, I am also suspicious. At any given moment I can point out that I have just saved $3,000,000 this year by not buying a Guttenberg Bible. Not buying a Guttenberg Bible has not provided any better library service as far as I can tell.

The problem about who owns what will come to the fore; it is a problem that we have with us now. It is one which we may not be able to solve. It may well be that we just have to learn to live with the problem. To state it more clearly, it seems to me that as we deal with information and with library use we are running into a phenomenon in which the patrons do not seem to recognize that the physical book, the physical videotape, physical microfilm, the physical machine readable data tape are in fact owned by a given institution, a given library. They find that some of the information contained in those items is that which we have talked about as being free, as being universally available, as being the right of every citizen. As we have blurred the distinction behind the processes of borrowing an item from one's own library or from other libraries in a network, we generate a situation in which there is no locus of ownership. That is, our patrons don't really believe anybody owns a book or journal. The idea of ownership, that there is a physical item which belongs to some library and that must be shared with other people (which is in effect the reason why one wants to clearly demonstrate ownership along with the general fudiciary responsibility of a public institution using tax money) will produce some very real problems. It is well we recognize them.

I don't think we alone will be able to solve them because I really do believe that we are living in a society which is fundamentally changing its attitudes toward ownership. No matter what the 'philosophical liberals' in the 18th century meaning of the term, believe about the rights of private ownership, the society is by its actions defining a new concept of what is allowable ownership and what is not. Historically, there have always been some limits on private property and private ownership. Moralists have always proposed that one cannot have a surplus of food while a neighbor is starving and that one's rights of ownership take a second place to the right of survival on that basic level. That view prevailed all the way through the middle ages and the 17th century. In this century we see concepts of public rights to knowledge, to education, to travel and those rights imply a certain *lack* of private ownership of the processes of education, knowledge, travel, and so on. I would doubt that the concept of a toll road could be sustained if there were no free alternative to it.

That change in concept of ownership is effecting the libraries. We ourselves are not sure about it. For the last few years the question about the rightness or wrongness of charging fees for certain library activities has occupied our profession. It is an issue which has not been settled. The proponents of fees justify them on the basis that it is the only way to generate the funds necessary to provide the service, rather than that charging fees is appropriate to libraries. In an age which is unsure of all the limits of ownership, I think we can identify quite clearly that information and the media that store that information are under more stress than many of the other parts of the society. We do have to recognize that we will have some problems in maintaining the old concepts of local ownership. I don't think it is insoluble, as a practical problem, although I do think it is a problem which will be solved in the long run by the society's own attitudes. We can all see one other expression of these new attitudes. In all of our reading rooms I note on every weekend there are large numbers of students who are clearly from other institutions and just as clearly are here visiting their friends on our campus. I am sure that if I go into the dormitories I will find these people have taken the beds and rooms of absent students and those absent students are off on some other campus doing exactly the same thing. I also notice that they are using our library materials, they are studying with their boyfriends and girlfriends or just friends and have evolved a sort of an underground circulation system. I suppose that the borrowing is being done by the local student for his or her friend, but I also notice that our students quite often carry around books that have ownership marks from other institutions. I'm pretty sure that at this very moment a couple of hundred or a couple of thousand of our books are being used in homes and reading rooms in the Chicago area. I am also sure that many of our students are at Northwestern, the University of Chicago, at Loyola University and at the Chicago city colleges. They are borrowing books from those institutions just as students from those institutions are at our library. That phenomenon is one which exhibits the students' belief that there is a sort of a "republic of the university and college" whose rights of citizenship include access to a large number of institutions. I am sure that a fairly active circulation is carried out under the names of local patrons. In actuality it is a device to bypass institutional barriers to the free exchange of material. It is a situation which I am not about to go meddling in and is one which I really think we ought to ignore. I think that within the network one just has to recognize the transference of local authority and local responsibility and that the cooperating libraries should recognize their responsibility for the patron even though that patron may not have gone through the normal processes and channels of library activity and registration. I recognize that this is a stopgap measure and that it is a temporary solution. We will seek other solutions as we more clearly understand the changing nature of our public's attitudes.

The technology is changing those questions of ownership as well. The rise of the hacker within the computer networks is clearly part of this change. The public's reaction to the hacker is an uphill battle for the policing authorities, and rightly so, I think.

We can all agree that it is wrong to change one's bank balances from one's home computer and to forgive oneself the justly owed debts to the local shoe store. However, the use of data in ways which are not personally harmful to other people or institutions, but simply useful to the local hacker don't seem to be anywhere near as serious. In fact, even some of the activities which most of us think to be clearly wrong, such as the defrauding of Bell Telephone of its long distance charges, we have a hard time defining as as serious a crime as some would make it. Even when we believe it to be a wrong, we don't assign to that wrong the seriousness that we once did. The technology itself has lead to that change of attitude and those changes will continue.

All of those changes in attitude and in structure within the libraries will make some real changes in the institutions themselves. Some of those I think we might explore for a moment. If we do build network accesses and services in a manner which is useful, easy, and patron-centered, such new procedures will soon spill over to our own processes and there may well be changes in our libraries themselves. If we can build systems in which the patrons provide their own access to network holdings and they work, it will not be long before we make those changes in our libraries as well. Even now, of course, most of the circulation in most public libraries occurs because of the self-service operation of open shelf browsing. If we can find some machine based system which will allow a substitute of the bibliographic record for the shelf browsing that too will change the design of our libraries. I am not sure how, but I am sure that it will change. If we discover that we can trust our patrons to charge their own books out through the network, I think we will soon see them being charged out in our libraries by the patron.

Since patrons will be dealing by and large with records rather than with the materials themselves (and in some cases directly with the information), the bibliographic record itself will change over the next few years. That record will change both within the networks and in our libraries. I think that the most likely changes will be an additional efforts and analysis to describe what the book is about – a more detailed classification, more subject headings, and subject headings in the language that is used by the patron. If you think this is similar to what Sandy Berman has been saying at the Hennepin County Library, you are right. However, Sandy phrases all of his proposals for changes to the subject headings, descriptions and headings in the language of a particular set of patrons. His average library patron is about twenty-two, with a relatively high degree of education, and is somewhat scruffy. That is clearly unfair and not an accurate description of Mr. Berman's position. He allows for far more diversity than I gave him credit for. I use such hyperbole to illustrate the need to continually recognize the diversity of our patrons.

I think that there are a wide variety of publics and each has a different language. The language that we should phrase our subject headings in should fit each of the publics. For instance, in our case, in an academic library, it seems to me that books in psychology not only ought to carry the standard subject heading language – subject headings of the Library of Congress – but also the kinds of subject headings, the descriptors that one finds in *Psychological Abstracts*. Similarly when one catalogs material in education one ought to add to the standard American library record with its LC subject heading or Sears subject heading the descriptors for the same item or at least for items in the same field found in ERIC. The subject headings for books intended for the young adult should, in fact, be that in the language of the young adult.

One of the nice things about machine records is that the existence of a subject heading in one language does not preclude the headings in the language of other people. For instance, a book about the Rolling Stones may carry a heading like "Popular Music, 1950-1965" and additional headings for the aficionado "Hard Rock – British Groups," or some similar heading. Thus it seems to me that we will be working with a far more detailed level of subject heading, coupled with a series of subject headings in a whole series of languages. By languages, obviously I don't mean English, German, and French. I mean the normal written and spoken style of the various subgroups of our culture. There may well be, in fact, some more major language differences, such as Spanish, Chinese, and the like but it is to the subgroups of English that I was referring. Such analysis, it seems to me, and the development and implementation of such subject approaches will require a truly high degree of professional library activity. Whether that is performed by professional librarians or by specialists in other disciplines, it will have to be performed.

A second more comprehensive subject access will have to be provided for the network since the patrons of network will have to be working from records rather than from the materials themselves. If it is provided by and for the network, usually the same analysis will be present for local libraries, and that local library usage will change to a very real extent over the next two to three decades. I would suggest that the amount of browsing and retrieval by browsing will not decrease. However, the amount of use by indexes and catalogs will increase if they are developed along the lines I have outlined. That will become a much larger portion of the access methods for the materials retrieved than it is now.

That too will change the library. If one selects a book from a record, rather than from the physical item on a shelf, where the item is housed becomes less important. One can supply a need identified in that way from many hundreds of locations rather than from the single location that is required when selecting from the phsycial item. Thus it has been easier for research libraries to enter into networks for materials distribution since so much of their retrieval was from catalogs to begin with. In many cases one can substitute one holding library, one location for another, with relatively little disruption. It fits naturally into the processes of selection and retrieval of library material. That will change the staffing patterns, structure and, in fact the architecture of public libraries as it develops. I don't expect, and I don't mean to imply at all, that one will see the disappearance of browsing or open shelf collections, nor should one expect to see these changes occur the day after the network starts. However, it is a long term trend that I believe fits into other trends in librarianship such as the machine storage of the data itself, and other technological phenomenon which will continue to be developed and to find a place in libraries.

There is another great change which will affect both the networks and the local institutions and the ways those two institutions interact with one another. That is the rise of non-bibliographic machine readable data files. That is, not just machine readable lists of books and journals, journal articles, and movies, but rather the rise of the machine readable book substitute. The data in books and journals can be transferred to optical digital disks or other machine readable media, and there will be new publications in machine readable form of that which never was published in printed form.

The first category, simply reconstituting what are now books into a machine readable or optical form, is not hard to envisage nor is it hard to conceive what problems will occur. The inability to browse the shelves when the shelves contain digital disks which store 200 books, obviously means that the catalogs that I referred to earlier are essential. One can transmit this kind of the book, this kind of library material, through an electronic channel so that location becomes even less important. If library service doesn't become completely distance-independent it will move toward that, and we will have the opportunity to provide multiple accesses simultaneously to the same set of data or to the same book or journal. Of course, technically, often one is only looking at one-bit transmission at a time. It is just that those occur so rapidly and with such volume that when we send one bit in one fraction of a millisecond to one place and another bit in another fraction of a millisecond to another place, one can't tell the difference between true simultaneous transmission and multiplexed one-at-a-time transmission.

The requirements for such machine readable libraries do not take any great amount of effort to imagine. Obviously the need for terminals will be very great and there will be some problems with the decisions as to whether one should print again in paper form pieces of materials that were moved from paper form to a machine readable form.

The other category of material, mass data storage never previously published, strikes me as having yet other serious problems and requirements. I believe that this material already exists but we have neither generated the desire to use it (although the need may well be there) nor have we explored the methods and processes necessary to acquire and distribute it. Most of it exists in Washington and in other governmental agencies as a by-product of needed statistical and other administratively useful data. For instance, the consumer price index does not spring full-blown from the head of one bureaucrat. Rather, it is the distillation of a huge volume of data that has been analyzed and compressed into a single number. The data that has generated that one number are available somewhere, and it is that compilation in its own semi-sorted or raw form which is the kind of material to which I refer. There are literally millions of such pieces of data. They range from oil pipe line throughput to tonnage shipped in American ship bottoms, to the economic data, to census data, to records of voting and registration, to the mortality tables, to uniform crime statistics, to tables of epidemiology from the Disease Control Centers, to photographs in digital form from the exploration of the solar system, to engineering data from governmental laboratories throughout the country, to food and farm production statistics. A certain amount of other data should be added which is not quite in such massive form but is generated by other agencies, especially universities, cities, and research and cultural institutions. For instance, the complete corpus of material in Greek and Latin is available in machine readable form. Such literary texts will prove invaluable for detailed stylistic analyses and for literary criticism.

As one can imagine, these large amounts of data have a new phenomenon other than just simply largeness. It is one which we've never seen before. In all of the previous history of world publishing, one of the characteristics has been the application of some kind, even the most minimal kind, of human intelligence to the information, the data. Some sorting has occurred, even if most rudimentary. For instance, the census tables are arranged in some logical format, some reasonable fashion. The machine readable data that I am talking about are almost random. The data are so voluminous that there is no ability to simply look at them. In many cases, there is no logical arrangement. Since these data have no form, there are absolutely unusable without other programs to provide that form. These are programs such as the "Statistical Program for the Social Sciences" or the various analytical programs for averaging and finding medians. There are sorting programs and programs which test for statistical validity. The data alone are not enough. Unlike the printed records and other library materials which imposed on the library and librarians the job of matching the book and the reader, these materials require matching the material, the user and some kind of statistical program which will make the material usable and understandable. In addition to the added complexity of the data itself, the librarian must consider a whole new level of complexity in technological requirements. These requirements include: a certain relatively limited physical environment, an environment cool enough so that the machines don't quit working and dry enough so that there are no false readings from the computers, and the need for a computer itself. One can't just look at the material as one could with printed material.

The computer is truly a different machine than the machine necessary to look at microfilm or to view movies in cartridge form. It is a machine which performs processing on the data independent of simply displaying it.

Provision of large machine readable data files will probably have to be handled by networks. The data itself is not in a particular location, that is, it doesn't have a particular physical form which requires it to sit on a shelf (even though the tape may well sit on a shelf somewhere). So there is no particular difference between using a machine readable record that is on a computer a hundred miles away and one which is on a computer a foot away. I think the economics, the social structure and demographics all conspire to remove such material from the purview of the local institution and put it in the hands of some kind of consortium or network.

Thus, another change will occur in the local library policy. Up until now, that policy has stated that the forms that library materials take are not relevant to the collecting policies of the library. Typical policy states that the library collects materials in all formats and that judgments to acquire are made on the quality of the publication, its applicability for the libraries' patrons and other internal characteristics of the material itself.

It is obvious that the library's activities may well require the application of more professional librarianship skills to the materials found within the network than with the materials housed locally. As we develop more and more self-service to the local material, we may I believe, have to develop more and more patron help for materials outside the local library but within the network. We may have a library staffed with librarians whose orientation is to things and data outside the library, somewhat ignoring the materials that are within the library. Obviously we will have to strike some reasonable balance and I am absolutely confident that we will.

In summary, I think that we can look forward to a library with a catalog which is far more extensive and detailed than we have now; to a library with a smaller portion of its materials housed within its own walls. We can look to a higher degree of commitment by professional staff to the service of jointly owned or distantly owned materials. We can foresee a library which allows its patrons to perform most of their local library activities on site themselves. We can see a library which is focussed on the combination of patron need and the information to satisfy that need without reference to the location, format, or problems in using the information itself. It clearly is both an exciting and a challenging time, one which requires, at this point in its development, a continued commitment and expectation for future progress.

There is no clear path to perfection. We will have to accept networks with imperfections. What is important is to ignore the problems and differences and to concentrate on the improvement of library service. That is what librarianship is all about.

ACTION AGENDA: Sunday, September 22, 1985

Participants reviewed the recommendations from Saturday's small group work, clarified wording, and answered questions from colleagues. All recommended unanimously that a group be constituted, at least partially from their own membership, to continue the work of the conference, to study multitype networking as it might be implemented in California, to recommend further action, and to work on improved funding for libraries in the state.

They charged the state librarian with the responsibility for forming such a group, with as broad a representation as possible, and asked that that group be formed by November 1. The expectation that the conference group stated was that the followup group would develop its priorities within the sprirt of the conference, would develop a timetable, and would communicate those priorities and that timetable to the library community.

Several specific components of the followup group's charge were discussed. In studying the feasibility of multitype networking, for example, the conference group suggested that the followup group examine the current provisions of the California Library Services Act (CLSA) and the existing library structure in the state to determine whether networking goals might be met through structures already in place. In addition, they recommended several specific components for any multitype networking framework, including:

- equity in governance,
- voluntary membership,
- regional bases,
- local control,
- equitable access for all users in all geographic areas of the state,
- accommodation of other networks and cooperatives,
- incentives,
- "new" money for funding,
- internetwork cooperation, communication, and delivery,
- statewide coordination and statewide communication,
- incorporation of statewide systems (e.g., UC, CSU) in regional systems and resource grants,
- definition of levels of local, regional, and state responsibility for services, determination of fees, procedures, and protocols.

CLA and CMLEA representatives pledged to work together with other professional associations to begin building a common political base. Individual participants were asked to volunteer for the new group if appropriate, to continue the dialogue among members of different library groups at the local and statewide levels, to communicate with their constituents about the recommendations of the group and their own opinions, and to support common political efforts.

Before the group adjourned, state librarian Gary Strong was asked to give his response to the conference experience and the work of the participants.

Response:

GARY E. STRONG
California State Librarian

I want to compliment the group. I think the process of planning, the agony of working together as the "committee of the whole" of 100, is not one of the most exhilarating experiences as you're going through it. I do believe we've accomplished a great deal in the last few days. If nothing more, we know what each of us thinks. We can walk away with the perceptions of what we know about what each of us thinks. Hopefully, we've learned a great deal about what our next steps, as librarians, as users of libraries and as representatives of our own institutions, need to be.

One of the key statements in *Strategies for Service* was, "For the first time, librarians and users from all types of libraries – public, academic, school, and special – agreed on a set of goals and agreed to continue further." That's key, I believe, because we are here today as evidence that we can at least meet at the same conference site for an extended period of time and not kill each other in the process.

I'd like to reiterate for you, to try to bring together a little bit of "the why we're here," the five goals embodied in the *Strategies for Service* report:

> "–To meet the needs of all Californians by developing effective library and information services and informing people about them.
>
> –To design and offer services that link Californians with what they want to know through the widest means possible.
>
> –To develop statewide cooperation among academic, public, school, and special libraries and other information agencies.
>
> –To ensure that libraries receive financial, community, and political support adequate to meet the library and information needs of their communities.
>
> –To ensure that libraries are staffed by competent people who understand and are sensitive to their communities."

Frankly, I have heard nothing in the last two days that calls for a mass movement away from those goals. I think that our direction is still in place. The activities of the past few days may seem somewhat fragmented, but as you go home and sort it out, I would hope that you'd agree.

California is a diverse state. Spread out over a coastline of some 1,200 miles, the state covers vast geographical areas. Its economy is one of the richest in the world; we just need to learn how to tap more of it for libraries. Indeed, one out of every ten people living in the United States today lives in California.

Virtually every ethnic group is represented in our population. Our citizens speak many languages, practice many traditions, and express many cultures. That makes us richer as we work together. By the end of the decade, more than half of our school children will be representative of ethnic and minority populations. Presently, our high school drop-out rate exceeds 30%, and is as high as 70% in some districts. Clearly, one in five, maybe as high as two in five, adults cannot read well enough to realize the California dream. Jobs are truly plentiful, and our economy is strong, but the abilities of many of our citizens to compete for that speak out loudly as to why libraries and educational institutions must cooperate and develop coalitions together.

California is built on the premise of excellence in education, in training, and in our capabilities to develop and innovate as a state. I don't think that this conference has lost sight of that, though we haven't talked much about it as we've looked and worked together, but I wanted to bring that back to our attention as we begin to close.

The systems that we design, the networks that we create, and the coalitions we build, must take into account these issues that we face as a California society into the next decade. People use libraries. People have information needs and institutions have information needs. It is people that seek knowledge and information and understanding. As we design whatever it is that will be put in place, we must keep that at the utmost of our consideration at all times.

Many of the services or products which have been identified as needs or gaps during the conference are already in place. We must come together in coalitions which ensure that we gain the maximum effectiveness of our present services and our present resources. We must build on what exists now to better serve the people of this state and, indeed, each other, as professional information providers, professional accumulators of the record of mankind, and preservers of that record.

Basic to the premise of cooperation is that each segment must rally itself to bring the basic foundation level of resources and support to the cooperative bargaining table. We must work together to see that all segments have that basic foundation level. However, I'm suggesting that attaining it should not be one of the cooperative activities in the context of exchange of resources.

We must agree upon several basic principles of such cooperation. Whatever it is we create must be voluntary, must be regional-based, must allow for equity in governance. We must demand institutional commitment that is outside the library. We must ensure local control, and we must seek increased funding. We've got to support the ***building*** of resources as well as the ***sharing*** of resources because we're rapidly approaching the point when we may not have a whole lot to share. We must pay attention to the continued building of those resources and the preservation of the resources that we already have.

We must improve access to resources and information for Californians, or, frankly, let's not bother doing it at all. Finally, we need to develop, on those regional bases, means of linking the regions together,

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We must improve access to resources and information for Californians, or, frankly, let's not bother doing it at all. Finally, we need to develop, on those regional bases, means of linking the regions together,

What about next steps? I think, first and foremost, what you must do is decide for yourself how you feel about it. Don't go home neutral. Don't go home without an opinion. Once you've formed that opinion and you go home, share that opinion with your colleagues and discuss it. Tell them what happened. Talk to your friends in the profession. Talk with those who govern your institution or your library. Continue to examine what networking and cooperation mean to you in your situation. Only then can you really begin to talk with others about what really is the "art of the possible." Serve as a communication link between your colleagues and your institution and the ongoing planning effort, whether you self-select to be on the planning/steering committee or not.

The State Library is, and I am, committed to the continued process of planning and development. We've taken here in the past few days a mere snapshot of where we are right now. Frustrating as it might be, a regular snapshot to look at that is very important. We at the State Library will continue to commit staff support and dollars to this effort. I also would welcome innovative proposals and applications under the Title III of the Library Services and Construction Act which would demonstrate pilot services of cooperation and which would not draw on a continued commitment of LSCA funds to maintain support.

To continue state-level activities, I propose that what was the California Library Services Task Force, now to be composed of as many organizational representatives as possible who have attended this conference, be the group to assume the role of ensuring that the next steps will be taken. I sense that there is agreement on that, that we not have several competing groups out there, but that the roles and responsibilities of continuing this process be embodied in that one group.

Most of the membership or at least the segments represented on the California Library Services Task Force are here. The Task Force must be responsible to the various constituency groups that they represent for taking action. It must serve as a vehicle for communication and planning and indeed linkage back to its broad constituencies.

I'm committed to support the work of this group , to examine the findings and recommendations of this conference, and to work with the group in proposing next steps. Those of you who are willing to serve in that capacity and who can represent a constituency, a component, or a point of view, please let us know of that interest before you leave this conference. This is particularly important now that we must make decisions before November 1. I ask that you be ready, in your enthusiasm, to commit your time, your energy, and your own and your institution's resources, not totally but certainly as a partner in followup activities. Please jot down your willingness on a piece of paper and hand it to me or one of the planning committee members before you leave here. If you wait until you get home and see the stack on your desk, you might have second thoughts.

Another activity which I believe is crucial is that the representatives here go back and take a very careful look at how you can bring together, in your own region, the people who attended this conference. Come together and add in the people who applied and couldn't come and followup the discussion that has taken place here. If we believe that it's important, we've got to begin collectively the education process of our colleagues and of users of libraries. We must be sure that what we plan for the future of multitype interaction in this state really can happen and that we're experimenting with the "art of the possible," and that we are engaging in a dialogue that will result in improved access to information and library services for all Californians.

APPENDICES

APPENDIX A:
Conference Agenda

CALIFORNIA CONFERENCE ON NETWORKING
PROGRAM

Thursday, September 19

9:00 a.m. - 5:00 p.m.	Facilitator Training – Barry Rosen (Mountain Vista)
2:00 p.m. - 5:00 p.m.	Arrival and registration (Conference Center – main desk)
5:00 p.m. - 6:00 p.m.	Refreshments (Exhibit Lounge)
6:00 p.m.	Dinner (Dining Room) Conference opening/Gregg Atkins Welcome and introduction of Major Owens – Gary Strong Keynote Address – "Legislation to Provide Something to Share" Major R. Owens, Member of Congress, 12th District, N.Y. Introduction of Planning/Steering Committee, Resource Persons, Consultants/Linda Crowe Review of Conference Process and Objectives/Gregg Atkins
8:15 p.m.	Dessert (Exhibit Lounge)
8:45 p.m.	Meeting – Resource People

Friday, September 20

Objectives:

1. To provide background information on multitype cooperation.
2. To develop possible functions and services of multitype cooperatives.
3. To understand possible benefits and barriers to multitype cooperation.

7:00 a.m.	Aerobics (Hillside East)
7:30 a.m. - 8:30 a.m.	Breakfast (Dining Room)
8:45 a.m. - 9:00 a.m.	Purpose and outcomes of day's activities/Gregg Atkins (Auditorium)
9:00 a.m. - 11:45 a.m.	Background Sessions Topics: a) Multitype funding – Scott Bruntjen (Mountain Vista 1) b) Multitype organizations/activities – Jan Beck Ison (Mountain Vista 2) c) Multitype partnerships/governance – Barbara Robinson and Bob Drescher (Hillside East)
9:00 a.m. - 9:45 a.m.	Background Session I, Topics a, b, c
9:45 a.m. - 10:00 a.m.	Break
10:00 a.m. - 10:45 a.m.	Background Session II, Topics a, b, c

Friday (continued)

10:45 a.m. - 11:00 a.m.	Break
11:00 a.m. - 11:45 a.m.	Background Session III, Topics a, b, c

Topics will be discussed concurrently in each session. Each participant will be able to interact with resource people in all topic areas.

11:50 a.m. - 12:10 p.m.	Key learnings – Barry Rosen, facilitator (Auditorium)
12:15 p.m. - 2:00 p.m.	Buffet lunch and break (Dining Room)
2:00 p.m. - 2:10 p.m.	Let's go to work! – Gregg Atkins (Auditorium)
2:10 p.m. - 2:30 p.m.	Introduction to small group sessions on multitype cooperatives – Barry Rosen, facilitator (Auditorium)
2:30 p.m. - 3:45 p.m.	Small group discussion sessions to develop possible functions, services, benefits, and barriers of California multitype cooperatives. Group A – Mountain Vista 1 Group B – Mountain Vista 2 Group C – Mountain Vista 3 Group D – Mountain Vista 4 Group E – Hillside East 1 Group F – Hillside East 2 Group G – Hillside Central 1 Group H – Hillside Central 2 Group I – Poly Vista 1 Group J – Poly Vista 2 Group K – Poly Vista 3 Group L – Exhibit Lounge
3:45 p.m. - 4:00 p.m.	Break (Exhibit Lounge)
4:00 p.m. - 4:30 p.m.	Reporting Out Session – Barry Rosen, facilitator (Auditorium)
4:30 p.m. - 4:45 p.m.	Plus/Minus Session – Barry Rosen, facilitator (Auditorium)
5:15 p.m.	Sangria Party (Exhibit Lounge)
6:00 p.m.	Western Barbecue (Auditorium and Terrace)

Saturday, September 21

Objectives:

1. To share ideas on multitype cooperation: function, services, benefits, barriers.
2. To develop consensus on benefits.
3. To develop potential multitype services and structures for California.

7:00 a.m.	Aerobics (Hillside East)
7:30 a.m. - 8:30 a.m.	Breakfast (Dining Room)
8:45 a.m. - 9:00 a.m.	Purpose and outcomes of day's activities – Gregg Atkins (Auditorium)
9:00 a.m. - 9:15 a.m.	Review of ideas from Friday afternoon sessions (Auditorium)
9:15 a.m. - 10:15 a.m.	Developing consensus on benefits, exchanging ideas on barriers, defining important issues and problems – Barry Rosen, facilitator (Auditorium)

Saturday (continued)

10:15 a.m. - 10:30 a.m.	Break (Exhibit Lounge)
10:30 a.m. - 11:45 a.m.	Creative time (with a partner); clarify problems, barriers, resolve key issues – Resource people (Bruntjen, Drescher, Ison, Robinson, Turock, Atkinson, Van House, Johnson) (rooms as posted)
12:00 noon - 2:00 p.m.	Buffet lunch and break (Dining Room)
2:00 p.m. - 2:30 p.m.	Key learnings – Barry Rosen, facilitator (Auditorium)
2:30 p.m. - 4:00 p.m.	Small discussion groups to develop specific recommendations for multitype cooperation with California: next steps (see Friday schedule, Groups A - L)
4:00 p.m. - 4:15 p.m.	Break (Exhibit Lounge)
4:15 p.m. - 4:45 p.m.	Reporting out – Barry Rosen, facilitator (Auditorium)
4:45 p.m. - 5:15 p.m.	Plus/minus session – Barry Rosen, facilitator (Auditorium)
6:30 p.m.	Dinner (Dining Room) "The Benefits of Multitype Cooperation" – Hugh Atkinson, Director University of Illinois Libraries (Urbana - Champaign)
8:00 p.m.	Coffee, cash bar (Exhibit Lounge)

Sunday, September 22

Objective:

To develop an action agenda for multitype cooperation in California.

7:30 a.m. - 8:30 a.m.	Breakfast (Dining Room)
9:00 a.m. - 9:15 a.m.	Review of recommendations and next steps (from Saturday p.m.) (Auditorium)
9:15 a.m. - 10:30 a.m.	Develop proposal and action agenda for multitype cooperation – Barry Rosen, facilitator (Auditorium)
10:30 a.m. - 10:45 a.m.	Break (Exhibit Lounge)
10:45 a.m. - 11:00 a.m.	Comments by Gary Strong (Auditorium)
11:00 a.m. - 11:15 a.m.	Closing remarks – Gregg Atkins (Auditorium)
12:00 noon - 1:00 p.m.	Lunch – Adjourn (Dining Room)

APPENDIX B:
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APPENDIX C:
Conference Workbook

Introduction

The papers in this workbook were commissioned by the Planning Committee to provide an overview of the development of multitype library cooperation in the United States and to examine some of the issues in the structure and funding of that cooperation. The authors have substantial knowledge about multitype organizations and considerable experience in multitype operations and services. The papers should stimulate your thinking about the potential benefits of expanding cooperation among libraries of all types in California.

The Planning Committee also commissioned a survey research paper on cooperative/network activities in California and how those activities are perceived by librarians. Results of that survey are part of this workbook. Information on how users see benefits from expanded cooperation was also sought by the Planning Committee. Because time constraints made a more formal study impossible, several focus groups of users of different library types were convened. Reports from these focus groups are also included in the workbook.

A review of current library cooperative efforts and networks in California, and a brief consideration of some of the ways in which multitype organizations might be structured complete the workbook material. Enjoy!

Please read the papers and reports before the conference convenes on September 19. Come prepared to interact with your colleagues on the issues of networking and multitype cooperation.

If you would like to express your thoughts about the ideas and issues raised by the papers, the planning committee would like to hear from you. Brief commentaries are welcome (typed, double-spaced, maximum length of three pages) and will be copied and made available for participants at the conference. If your comments are received by September 15, we'll guarantee duplication and distribution at the conference. After that date, we'll do the best we can. Send your comments to:

California Conference on Networking
c/o Linda Crowe
Peninsula Library System
25 Tower Road
Belmont, California 94002

We look forward to seeing you in September and to an exciting and provocative conference.

The Planning Committee

Performance, Organization and Attitudes: Factors in Multitype Library Networking

Prepared for
The California Conference on Networking

DR. BETTY J. TUROCK
Rutgers University
School of Communication,
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While multitype library networks were a post-World War II phenomenon, it was in the 1970s and 1980s that they began to proliferate. In the fifth edition of *The Report on Library Cooperation*, 1985, published by the Association of Specialized and Cooperative Library Agencies, a division of the American Library Association, the most dramatic growth among cooperatives appeared in multitype library networks, which showed a 184 percent increase over the eight years since the first edition was issued in 1977.[1] Originally the main reasons for joining multitypes were resource sharing, continuing education and bibliographic purposes, with resource sharing heading the list.[2] More recently cooperative provision, at the local, regional, state and multistate level of communication and delivery, direct user access, and union lists had been added. Communication covers a wide gamut from telephone service to a range of automated systems and online services including electronic mail.[3]

Five Phases of Research

Since 1978, at Rutgers University's School of Communication, Information and Library Studies the multitype library network has served as the focus for a series of five investigations. For the purpose of those studies a multitype library network was defined as a formal, cooperative structure which crosses jurisdictional, institutional and/or political boundaries to join, in common enterprise, several types of libraries, library systems and/or other library agencies. Information on the multitype was gathered around three major variables: Organization, Performance and Attitudes toward networking.

The objectives of the research were to:

1. Identify and measure indicators of organization, performance and attitude, determine their interdependence, uncover problems and suggest modifications.
2. Propose a model, based on the evidence, useful in planning and evaluating multitypes which engage in resource sharing.

The initial three of the five study phases focused on the major variables. Phase I investigated Organization Factors;[4] Phase II concentrated on Performance Factors;[5] Phase III analyzed Attitudes Factors;[6] Phase IV brought the results of Phases I through III together to form a model for planning and evaluating multiple library networks;[7] and Phase V, recently completed, tested the model on a national basis.[8] The research centered only on networks with public, academic special and school library partners.

Parameters of the Multitype Network

In earlier work Becker and Olson had established widely accepted parameters for networks which were applied to this research. They include:

- **Formal Organization.** Many units sharing a common purpose recognize the value of group affiliation and enter into a compact.
- **Communication.** The network includes circuits that can rapidly interconnect dispersed points.
- **Bidirectional Operation.** Information may move in either direction and provision is made for each network participant to send as well as receive.
- **A Directory and Switching Capacity.** A directory look-up system enables a participant to identify the unit most able to satisfy a particular request. A switching center then routes the messages to the unit over the optimum communications path.[9]

To which Swank (1971, p. 19) added:

- **Information Resources** – collections of documents or data in whatever medium, the database or input.
- **Users** – usually removed from the main sources of information.[10]

The Study Site, Phases I Through III

The first three phases of the investigation were directed at a detailed understanding of a single case, a common method of research in unformulated areas where there is little existing empirical evidence. The case study was conducted on the Rochester (NY) Area Resource Exchange (RARE), an operation important for libraries and librarians throughout the nation, since New York State has often been cited as a model for regional multitype network development. RARE's members include two separately funded cooperatives: the Pioneer Library System (PLS) and the Rochester Reference and Research Library Council (RRRLC). The PLS is a federation of six public library systems, five county and one city, with 75 local public library members. The RRRLC is a multitype cooperative of 53 members: 13 academic, 36 special libraries and the PLS. Through RARE, chartered to serve a population of 972,656, the PLS and RRRLC were joined in 1980 by four school library systems (SLS) made up of 243 separate school libraries. Formed around and administered by the regional Boards of Cooperative Education (BOCES), the four systems included school districts in Livingston-Steuben and Wyoming Counties (LSW), Monroe County, with two separate BOCES (#1 and #2), and the Rochester City School District (CSD).

Phase I. Performance

Research by Blasingame,[11] Duggan,[12] and Rouse and Rouse[13] provided indicators of performance, tested in a field study using on-site data collection in two separate two-week periods. Those indicators were:

1. **Volume of Use** – the number of interlibrary loan requests initiated and supplied over the multitype network.
2. **Percentage of Filled Requests (PFR)** – the success rate in supplying requests generated, as derived from a ratio of requests filled to requests initiated.
3. **Response Time** – the time interval required for requesting libraries to receive material.
4. **Access to Unique Resources** – the ability to locate and obtain previously unheld materials.
5. **Patterns of Activity** – borrowing and lending arising between and among network system members, including formal and informal traffic. Formal activity was defined as transactions occurring through official multitype channels; informal activity bypassed official channels.

Findings. Data yielded by the evaluation of performance based on output indicators supplied information useful in discovering the level of success of multitype performance. In addition, the review of Volume of Use showed that when new systems are added to a multitype it takes approximately three years to build resource sharing traffic within the entering system members as well as among network systems. There are no sudden, dramatic increases in activity, nor alteration in PFR (percentage of filled requests); longstanding multitype members are not inundated with requests to supply resources. In fact, the greatest increase in activity is experienced among the newly joining members.

Response Time findings pointed up the rapidity with which transactions were completed when local connections were used, that is, when libraries of similar or different types sought out sources within their own community first. In addition, it was discovered that the shortest response times were not facilitated by referral centers with centralized union catalogs, but resulted from the ability of members to access a decentralized communication system powered by computers. Studying Access to Unique Resources illustrated that **all** systems have unique materials useful to their multitype partners. However, the highest matches on requested and owned items was found between school and public libraries. Finally, the most surprising finding came from the analyses of Patterns of Activity. Although all network systems possess the potential to contribute materials, they may not; that is, they may receive resources without supplying any. Expected contributions must be detailed and documented for all types of libraries during multitype planning and sought out once service starts.

Using Performance Indicators in Management. Structuring a framework of goals for resource sharing requires setting performance objectives to be met by both the systems and the network. Then rewards, in terms of financial support, might be based on the performance delivery of systems members, as shown from measured results, rather than on the basis of their participation in the network alone.

Phase II. Organization

The interview was selected as the primary data gathering technique for Phase II of the research. A review of the literature provided indicators of organization relevant to successful multitype networking. An Issues Matrix was prepared from the review and from input made by field and university colleagues. Items in the matrix were weighted by the frequency of their appearance or selection. The eight receiving the highest tally were identified as variable indicators critical to measuring success. Criteria for each of these indicators were formulated into questions on the interview schedule. The eight indicators of organization were defined as:

1. **Planning** – the act of preparing a detailed formulation for a program of action.
2. **Governance** – the political function of policy making within a formally organized structure, as well as the exercise of power or control by a governing body.
3. **Funding** – the financial function of obtaining sums of money or other resources for specific objectives and the mechanism established to obtain those sums.
4. **Communication and delivery** – the activity or instance of transmitting information and sending a response by manual or electronic methods, as well as the interconnections created for those purposes.
5. **Configuration** – the structure created by the arrangement of paths over which communication and delivery occur.
6. **Administration** – the function of policy design and operational decision-making to achieve organizational goals and objectives.
7. **Evaluation** – the process of delineating, obtaining and providing information to judge the extent to which network objectives are being reached.
8. **Success** – the attainment of a favorable outcome, based on articulated goals and objectives.

The resulting instrument measured level of organization as delineated by the level of planning, governance, funding, communication and delivery, configuration, administration, evaluation and success indicators. Twenty structured interviews were conducted over 10 days with a cross-section of representatives from all four types of systems.

Findings. Tests of significance documented that perceptions of success were highly related to perceptions of funding and communication-delivery and marginally related to evaluation, planning and governance. No significant correlations were found among the indicators, excluding success, which was expected since it was assumed that each indicator measured unrelated factors important to a model for multitype organization. The investigation of governance made it clear that when multitypes are created each system needs to develop a structure before joining with diverse organizations. Then, to facilitate equal participation in governance, the multitype organization is woven from members of single type systems participating on a governing board structured along a federated model. Contrary to popular wisdom the respondents, regardless of type of system, stated that the multitype had no authority over the participating systems. The network evolved as a partnership among members. Autonomy was one of the most significant factors in members' assessments of network success.

The exploration of multitype configuration indicated an hierarchical bent in which a major portion of the network's funding paid to finance the multitype bureaucracy. Where one center served as the headquarters for resource sharing among public, academic and special libraries, the newly formed school systems were organized with four. Cost effective structuring was not apparent.

Using Organization Indicators. Based on results of the study, a checklist of criteria for the organization of the multitype network was formulated, as shown in Figure 1.

Phase III. Attitude

In prior reviews of attitude, barriers to participation in networks were described with recommendations offered to overcome them. Here a means of determining existing impediments was developed so that action plans could focus on implementing recommendations to resolve the barriers uncovered.

For Phase III of this research a second Issues Matrix was created by identifying barriers to networking. The barriers were formulated into statements and a survey developed. After a pilot test, the survey was mailed to randomly selected librarians in each of three library systems.

Findings. The theoretical concept of barriers to networking provided a means of assessing attitude toward networking. Tests revealed that satisfaction with performance, organization or success is inextricably bound up with satisfaction in the other two.

Using Attitude Indicators. The research instrument adapted for multitype use is shown in Figure 2. In tabulating results, to keep computations simple and not overburden those scoring the survey, a scale ranking from four to one is employed where four is equal to strongly agrees and one to strongly disagrees. Then an average of 3.0 or over on items 4, 9 and 12 and 2.0 and under on all other items can be set as the points which signal the presence of a barrier that needs attention. The survey might be sent to a sample of all librarians slated to participate as an initial planning step prior to implementation of services. Later, it can be used periodically to evaluate shifts in perceptions which may require attention.

Research has shown that successful organization leads to more successful networks. Use this checklist of criteria as guidelines in planning and evaluating your multitype.

I. **Planning**
  1. Stated purpose
  2. Goals and objectives
  3. Plan of service
  4. Timeline for accomplishing the objectives
  5. Accountabilities defined
  6. Priorities for implementation
  7. Plan covering three or more years
  8. Composition of planning group: Bottom up – those at lower end of organizational hierarchy, and Top down – those at top end of organizational hierarchy
  9. Planning group composed of all participating systems
  10. Equal voice in decision-making
  11. Ongoing planning body

II. **Governance**
  12. Formal organizational body
  13. Authority for network governance clearly established
  14. Autonomous members cooperatively federated
  15. Written agreement, constitution or compact
  16. Legal framework for participation
  17. Representative membership on governing body

Functions performed by governing body:
  18. Establish policies
  19. Ensure orderly progress toward goals and objectives
  20. Maintain a recognizable operating entity
  21. Represent participants' interests
  22. Establish standards for effectiveness
  23. Set direction for action; adopt agreed upon objectives

III. **Funding**
  24. Stable funding
  25. Compensation for major providers
  26. Incentives to encourage membership
  27. Funds to strengthen agencies in leadership roles
  28. Broad funding base
  29. Varied funding sources

IV. **Communication-Delivery**
  30. Bidirectional communication and delivery
  31. Delivery system in place
  32. Reliable delivery
  33. Frequent delivery
  34. Isolation decreased among librarians in same and different types of library
  35. Continuing education program
  36. Public communication program

V. **Configuration**
  37. Referral centers
  38. Look-up system
  39. Resource sharing routes that link same types of libraries
  40. Resource sharing routes that link different types of libraries
  41. Filtering that maximizes use of member resources
  42. Compatibility with existing networks: regionally, statewide, nationally

VI. **Administration**
  43. No new hierarchies created
  44. Statement of services delineating: resources provided, service providers, service recipients
  45. Protocols created for resource sharing

Responsibility for and performance of major administrative duties:
  46. Provide financial and accounting control
  47. Coordinate activities and functions
  48. Maintain working relationship among systems
  49. Work for legislation that supports multitype networking
  50. Represent multitype library networking at the regional, state and national levels and within professional organizations

VII. **Evaluation**
  51. Prepared plan for evaluation
  52. Measures defined
  53. Methods outlined
  54. Ongoing evaluation scheduled
  55. Summative evaluation scheduled
  56. Reasonable cost
  57. Feedback to implementation

VIII. **Success**
  58. Described as a success
  59. Ongoing commitment to support network
  60. Performance fulfills expectations

Figure 1. Checklist for Organization

As a **participant** in the ______________________ Multitype Network, you have had the opportunity to make some **observations** concerning membership in multitype networks. Please share your **perceptions** by answering the questions below. For each item check the appropriate box to indicate whether you strongly agree, agree, disagree or strongly disagree with the statements presented.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your library borrows an increased number of materials through interlibrary loan as a result of the network.	[ ]	[ ]	[ ]	[ ]
2. Your library fills an increased number of interlibrary loans as a result of participation in the network.	[ ]	[ ]	[ ]	[ ]
3. The majority of interlibrary loan requests made by your library are filled.	[ ]	[ ]	[ ]	[ ]
4. You are satisfied with the materials received in response to your interlibrary loan requests.	[ ]	[ ]	[ ]	[ ]
5. The delivery service picks up and returns materials in a timely fashion.	[ ]	[ ]	[ ]	[ ]
6. You receive interlibrary loans within a useful period of time for your constituents.	[ ]	[ ]	[ ]	[ ]
7. As a result of participation in the network, there is an increase in your library's circulation.	[ ]	[ ]	[ ]	[ ]
8. Your local users gain access to unique materials as a result of participation in the network.	[ ]	[ ]	[ ]	[ ]
9. There is little loss of local decision-making capability because of network membership.	[ ]	[ ]	[ ]	[ ]
10. Your library's materials are less available to your primary constituents as a result of network participation.	[ ]	[ ]	[ ]	[ ]
11. Through network activities there are opportunities to share ideas with librarians from other types of libraries.	[ ]	[ ]	[ ]	[ ]
12. The planning period for the network was sufficient to establish a firm foundation for the program.	[ ]	[ ]	[ ]	[ ]

13. Interlibrary loans encounter few delays as a result of the prescribed channels through which they must go. [ ] [ ] [ ] [ ]

14. Changes are implemented that you recommended in the evaluation of the network. [ ] [ ] [ ] [ ]

15. Your library has little difficulty getting reimbursed for lost/damaged materials. [ ] [ ] [ ] [ ]

16. Participation in the multitype network should continue to receive funding, even if your costs are increased. [ ] [ ] [ ] [ ]

17. Network's performance fulfills your expectations:
    [ ] much more than expected [ ] less than expected
    [ ] more than expected [ ] much less than expected

18. In general, your attitude toward your membership in the network can best be described as:
    [ ] extremely positive [ ] negative
    [ ] positive [ ] extremely negative

Figure 2. Attitude Survey

Phase IV. The Model

The research conducted on performance, organization and attitude led to the conclusion that in order to plan for successful multitypes and subsequently evaluate their progress, it is important to attend to the status of all three. As studies were interpreted an iterative cycle between evaluation and planning was corroborated, i.e., the evaluation process pointed up factors which had to be contended with in planning if multitypes were to thrive. The measurements formulated around indicators of the variables, were combined into the model shown in Figure 3. The model was conceived of as a guide to action for multitype managers.

Phase V. National Test of the Organization Model

While it was believed that results from the case study could be generalized beyond the site investigated, a test was required of the model on multitypes across the country before that conclusion could be drawn with certainty. Initiating the test on Organization Factors was the goal of the research in Phase V. Up to this point over four years had been devoted to the critical analysis of one specific situation. Now the shift was made to testing the reality of the facts determined in that single case or, conversely, to testing how well multitypes in the United States fit the model situation. The checklist of criteria for planning and evaluation, based upon the original interview schedule was converted into a questionnaire for a mailed survey. The instrument was tested in an extensive pilot run. Then, a copy of the modified instrument, found in Appendix A, was sent to **all** multitypes with public, academic, special and school libraries, identified as currently operating in the United States in ASCLA's ***Report on Library Cooperation***, fifth edition, 1985. From the 143 multitypes so identified, 115 responses were received for a response rate of 80%. Ten responses were not usable either because the networks were no longer in operation or because they did not contain all four types of libraries as members.

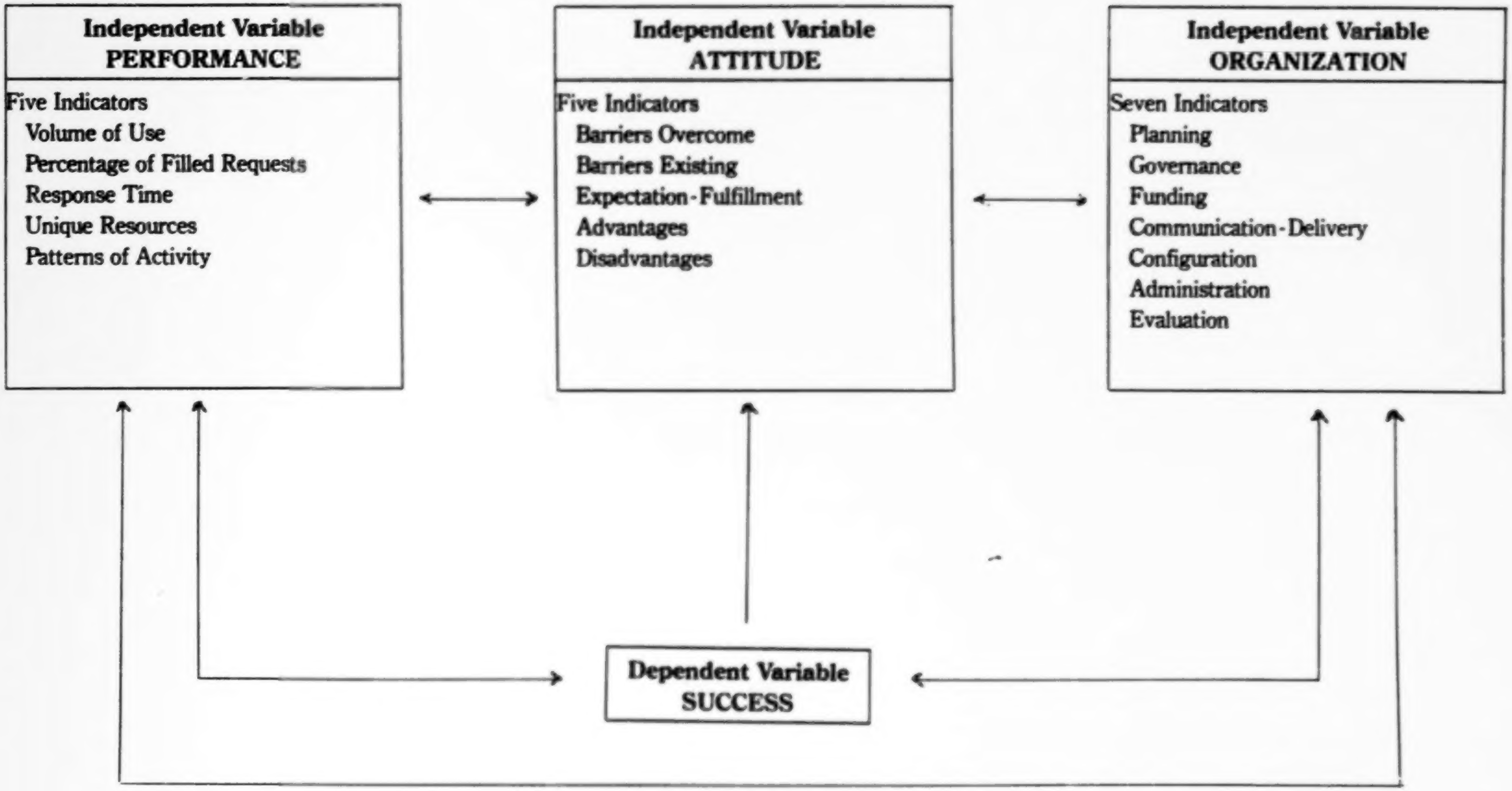

Figure 3. Conceptional Overview of Performance, Organization and Attitude Factors in Multitype Library Networking

Findings. In the majority of cases, where majority is defined as 50 percent or greater, respondents indicated that the criteria for organization were met in their multitypes. However, there were some notable exceptions. First, under planning, while bodies were set up to initiate multitypes, in 25 percent of those responding, the bodies no longer existed, and in an additional 33 percent they met infrequently. In direct opposition to the case study, national respondents also reported that authority of network governing bodies over member libraries was found at a high or moderate level.

Funding continued to appear as the most problematic issue for multitype management. The majority reported an unstable financial situation with no stabilization in the forseeable future. In addition, compensation for major providers, or for organizations that played leadership roles in establishing multitypes, was found in a minimal number of cases.

All criteria were met in the area of communication and delivery, and all but one in configuration. In the latter, resource sharing routes did not link libraries of similar or different types in the majority of cases. The survey of administration showed the same tendency to create new bureaucracies that was found in the case study. However, administrative responsibilities were reported as assumed and performed at a moderate to high level.

Next to funding, evaluation showed the least positive results. The majority of multitypes had not engaged in ongoing evaluation of performance and had no plans to do so. Respondents reported a high rate of success among multitype operations stating that network performance fulfilled or outweighed expectations. Tests of significance corroborated case study findings that perceptions of success were highly related to perceptions of communication – delivery. The national test added significant relations between success and administration, governance, and configuration. The tests also confirmed marginal relationships to planning and evaluation, but found no correlation between funding and success.

For the Future. Other exemplar multitype networks exist in the United States. Their appearance is most often denoted by state. Illinois, California and Colorado represent three such locations. In addition, New Jersey, with its groundbreaking legislation and service delivery plans, can be added to the group. Certainly Indiana's INCOLSA must appear on any list of exemplar multitypes. For the future a test of Performance, Organization and Attitude Factors, as outlined here, in sites deemed outstanding, would move us further toward establishing the useful, well-documented model for planning and evaluating multitype library networks that is currently so critically needed.

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APPENDIX

Questionnaire for National Test

ORGANIZATION FACTORS
IN MULTITYPE LIBRARY NETWORKS

The purposes of this questionnaire are: 1) To test a model developed from research and practice for the organization of multitype library networks; and 2) to compile national data on that organization by measuring variables, determining their interdependence, uncovering problems and suggesting modifications.

Factors in multitype organization are divided into eight major indicators: Planning, governance, funding, communication and delivery, configuration, administration, evaluation and success.

Following definitions of the indicators, questions are asked and criteria listed which describe the indicators. In each case please **circle** the letter or letters necessary to accurately respond. Answer all 84 questions based on your experience in the multitype named on this questionnaire.

Place on the lines below the name and address of the multitype library network upon which your answers are based.

Name ______________________________

Address ______________________________

City ____________________ State ______________ Zip __________

Phone ____________________

Chief Administrative Officer of the Network ______________________________

____

Part I. Planning (Questions 1 through 13)
Definition: The act or process of preparing a detailed formulation for a program of action.

What planning was done?
Were items 1 through 6 prepared:

1. A stated purpose
   a. Yes
   b. No
   c. Don't know

2. Goals and objectives
   a. Yes
   b. No
   c. Don't know

3. A plan of service
   a. Yes
   b. No
   c. Don't know

4. A timeline for accomplishing the objectives
   a. Yes
   b. No
   c. Don't know

5. Accountabilities
    a. Yes
    b. No
    c. Don't know

6. Priorities for implementation
    a. Yes
    b. No
    c. Don't know

7. What period of time did the original plan cover?
    a. Less than one year
    b. More than one year but less than three years
    c. Three to five years
    d. More than five years
    e. There was no plan
    f. Don't know

8. How long did the planning period last?
    a. Less than six months
    b. Seven months to less than three years
    c. Three to five years
    d. More than five years
    e. There was no planning period
    f. Don't know

9. Were preliminary studies useful?
    a. Very useful
    b. Useful
    c. Limited usefulness
    d. Not useful
    e. There were no preliminary studies
    f. Don't know

10. Would the planning group composition be best described as:
    a. Bottom up, that is, composed of those in positions at the lower end of the organizational hierarchy
    b. Top down, that is, those in the top administrative positions
    c. Both

11. Which of the following types of libraries were represented?
    a. School
    b. Public
    c. Academic
    d. Special
    e. All of the above
    f. None of the above
    g. Don't know

12. Which of the following types of libraries had an equal voice in decision-making?
    a. School
    b. Public
    c. Academic
    d. Special
    e. All of the above
    f. None of the above
    g. Don't know

13. A planning body continues to meet:
    a. Monthly
    b. Quarterly
    c. Bi-annually
    d. Annually
    e. There is no planning body
    f. Don't know

Part II. Governance (Questions 14 through 25)

Definition: The political function of policy making as distinguished from the administration of policy designs; exercise of power or control to derive order.

How is your network governed?

14. Is there a formal organizational body?
    a. Yes
    b. No
    c. Don't know

15. Is the basis for the governing body's authority clearly established?
    a. Yes
    b. No
    c. Don't know

16. How would you rate the authority of the network's governing body over the member libraries?
    a. High
    b. Moderate
    c. Low
    d. None
    e. Don't know

17. Are all types of libraries, i.e., academic, public, school and special, represented on the governing board?
    a. Yes
    b. No
    c. Don't know

18. Is there a written agreement, constitution or compact?
    a. Yes
    b. No
    c. Don't know

19. Is there a legal framework for participation on the governing board?
    a. Yes
    b. No
    c. Don't know

Does the governing body have the responsibility to perform the following functions for the multitype? Please place a check in the (R) column if it has the responsibility, then rate the performance for items 20 through 25 that you checked by using the ordinal scale from 0 to 3, in which 0 = has the responsibility but doesn't perform it; 1 = performs at low proficiency; 2 = performs at moderate proficiency; and 3 = performs at high proficiency. Use DK if you don't know the performance level. Place the rating in the (P) column.

	R	P
20. Set direction for action, adopt agreed upon objectives	____	____
21. Establish the basic policies for activities	____	____
22. Ensure an orderly progression towards goals and objectives	____	____
23. Maintain an operating entity that can be recognized	____	____
24. Represent participants' interests	____	____
25. Establish standards by which effectiveness can be measured	____	____

Part III. Funding (Questions 26 through 32)

Definition: Obtaining or apportioning sums of money or other resources set apart for specific objectives.

How is your network funded?

26. What is the source(s) of your network's funds?
    Definition: Dues refer to money paid for membership in the multitype; fees refer to money paid for services.
    a. Federal
    b. State
    c. Local
    d. Dues
    e. Fees
    f. Fines
    g. Interest
    h. Other

27. Is your network's funding stable?
    a. Yes
    b. No
    If no: is there a plan to stabilize it?
    a. Yes
    b. In process
    c. No
    d. Don't know

28. Is there compensation for major providers?
    a. Yes
    b. No
    c. Don't know

29. Are there funding incentives?
    Definition: Grants of money to participate in one or more network programs and/or services.
    a. Yes
    b. No
    c. Don't know

30. Are there maintenance of effort terms which members must meet?
    Definition: Requirements that the participant maintain funding at the prior year's level.
    If yes: Please answer question 32
    If no: Please go to question 33
    a. Yes
    b. No
    c. Don't know

31. Are maintenance of effort terms enforced?
    a. Yes
    b. No
    c. Don't know

32. Were the groups or agencies accepting leadership strengthened through funding, that is, was there additional funding for:
    a. School libraries
    b. Academic libraries
    c. Special libraries
    d. Public libraries
    e. All of the above
    f. None of the above
    g. Don't know

Part IV. Communication and Delivery (Questions 33 through 43)

Definition: Communication – activity or instance of transmitting information.
Delivery – to send to an intended target or destination; to hand over or convey.

How does the communication and delivery system operate?

33. Is communication and delivery bidirectional, that is, can members send and receive messages and resources?
    a. Send
    b. Receive
    c. Both
    d. Neither
    e. Don't know

34. Is a delivery system in place? If yes, please answer questions 35 through 40.
    a. Yes
    b. No
    c. Don't know

35. Is the delivery system reliable?
    a. Very reliable
    b. Reliable
    c. Limited reliability
    d. Unreliable
    e. Don't know

36. Does the delivery system link libraries of the same type?
    a. Yes
    b. No
    c. Don't know

37. Does the delivery system link libraries of a different type?
    a. Yes
    b. No
    c. Don't know

38. How often do delivery services link libraries of the same type?
    a. Daily
    b. Alternate days
    c. Twice weekly
    d. Weekly
    e. Less frequently than weekly
    f. Don't know

39. How often do delivery services link libraries of a different type?
    a. Daily
    b. Alternate days
    c. Twice weekly
    d. Weekly
    e. Less frequently than weekly
    f. Don't know

40. Are there telephones in all school libraries?
    a. Yes
    b. No
    c. Don't know

41. Rate the increase in opportunities for information exchange among librarians in the same type of library as a result of your network.
    a. High
    b. Moderate
    c. Low
    d. There was no increase
    e. Don't know

42. Rate the increase in opportunities for information exchange among librarians in different types of libraries as a result of your network.
    a. High
    b. Moderate
    c. Low
    d. There was no increase
    e. Don't know

43. Your network's continuing education program is:
    a. More than adequate
    b. Adequate
    c. Less than adequate
    d. Inadequate
    e. There is no continuing education program
    f. Don't know

Part V. Configuration (Questions 44 through 57)

Definition: The structure given by the relative arrangement of parts, shapes or paths.

How is your network configured?

44. What types of libraries have referral centers in place to route users' requests to filling locations?
    a. School libraries
    b. Public libraries
    c. Academic libraries
    d. Special libraries
    e. All of the above
    f. None of the above
    g. Don't know

45. What types of libraries have look-up tools (union lists, catalogs, online retrieval, etc.) in place which identify the resources and locations most likely to satisfy users' requests?
    a. School libraries
    b. Public libraries
    c. Academic libraries
    d. Special libraries
    e. All of the above
    f. None of the above
    g. Don't know

46. What types of libraries have resource sharing routes in place which link all libraries of the same type?
    - a. School libraries
    - b. Public libraries
    - c. Academic libraries
    - d. Special libraries
    - e. All of the above
    - f. None of the above
    - g. Don't know

47. What types of libraries have resource sharing routes in place which link them to the three other types?
    - a. School libraries
    - b. Public libraries
    - c. Academic libraries
    - d. Special libraries
    - e. All of the above
    - f. None of the above
    - g. Don't know

48. Rate the adequacy with which interlibrary loans are filtered to avoid overburdening any one source.
    - a. More than adequate
    - b. Adequate
    - c. Inadequate
    - d. Interlibrary loans are not filtered
    - e. Don't know

49. Rate the adequacy with which the network's configuration for interlibrary loan makes use of all participants' resources.
    - a. More than adequate
    - b. Adequate
    - c. Inadequate
    - d. There is no configuration that does this
    - e. Don't know

For each item, 50 through 57, please circle the appropriate letter to indicate your answer as it relates to linking libraries of the same type and to linking libraries of a different type.

		Same Type		**Different Types**
Are some requests routed to a central point and from there to the desired location? (centralized)	50.	a. Yes b. No	51.	a. Yes b. No
Are some requests sent directly to desired locations? (decentralized)	52.	a. Yes b. No c. Don't know	53.	a. Yes b. No c. Don't know
Do some results go to an intermediate location for action, such as verifying the request, before routing? (cyclic)	54.	a. Yes b. No c. Don't know	55.	a. Yes b. No c. Don't know
Are some requests routed in an hierarchical pattern before being sent out of the region for response? (hierarchical)	56.	a. Yes b. No c. Don't know	57.	a. Yes b. No c. Don't know

Part VI. Administration (Questions 58 through 66)

Definition: Pattern of organization arranged to achieve goals and objectives through operational decisions.

How is your network administered?

58. Is there an organization chart?
    a. Yes
    b. No
    c. Don't know

59. Does the statement of services delineate:
    a. Services provided
    b. Service providers
    c. Service recipients
    d. All of the above
    e. None of the above
    f. No statement has been prepared
    g. Don't know

60. How are the protocols and guidelines for operation working?
    a. Working more than adequately
    b. Working adequately
    c. Working inadequately
    d. There are none
    e. Don't know

Does your network's administration have responsibility and perform the following duties for the multitype? Please place a check in the (R) column if administrators have the responsibility. Then rate the performance for items 61 through 66 that you checked by using the ordinal scale from 0 to 3, in which 0 = has the responsibility but doesn't perform it; 1 = performs at low proficiency; 2 = performs at moderate proficiency; and 3 = performs at high proficiency. Use DK if you do not know the performance level. Place the rating in the (P) column.

	R	P
61. Provide financial and accounting control	____	____
62. Coordinate activities that support your networks functions	____	____
63. Administer effective operating components, i.e., communications, delivery, planning, funding, evaluation	____	____
64. Maintain a working relationship among systems that is favorable to continued network operation	____	____
65. Take an active part in working for legislation that supports multitype library networking	____	____
66. Represent multitype library networking at the regional, state and national levels and within professional organizations	____	____

Part VII. Evaluation (Questions 67 through 76)

Definition: The process of delineating, obtaining and providing useful information for judging the extent to which ends are being obtained.

How is your network evaluated?

67. Is there a prepared plan for evaluation?
    a. Yes
    b. No
    c. Don't know

68. Does it delineate what will be measured?
    a. Yes
    b. No
    c. Don't know

69. Does it define the measures on which data will be collected?
    a. Yes
    b. No
    c. Don't know

70. Does it outline the methods to be employed?
    a. Yes
    b. No
    c. Don't know

71. Is evaluation an ongoing process?
    a. Yes
    b. No
    c. Don't know

72. Is it targeted for specific periods in the project?
    a. Yes
    b. No
    c. Don't know

73. Has any evaluation taken place?
    If yes: Please answer questions 74 through 76.
    If no: Please go to Part VIII. Success.
    a. Yes
    b. No
    c. Don't know

74. Does feedback from the evaluation modify the project's implementation?
    a. Yes
    b. No
    c. Don't know

75. Was the evaluation as implemented:
    a. More than adequate
    b. Adequate
    c. Less than adequate
    d. Inadequate
    e. Don't know

76. How would you describe the cost of your network's evaluation in view of the effort?
    a. Far outweighs the cost
    b. Outweighs the cost
    c. Worth the cost
    d. Not worth the cost
    e. Don't know

Part VIII. Success of the Program (Questions 77 through 84)

77. How would you rate the success of your network?
    - a. High
    - b. Moderate
    - c. Low
    - d. Not successful
    - e. Don't know

78. At what level will the support for your network be continued if outside funding ceases? Definition: Outside funding is money received from sources other than members' budgets.
    - a. At the current level or higher
    - b. At a level which is somewhat reduced
    - c. At a greatly reduced level
    - d. There would be no funding
    - e. Don't know

79. Has interlibrary loan been established to schools from other libraries?
    - a. Yes
    - b. No
    - c. Don't know

80. Has interlibrary loan been established from schools to other libraries?
    - a. Yes
    - b. No
    - c. Don't know

81. Multitype network performance fulfills your expectations:
    - a. Much more than expected
    - b. More than expected
    - c. Less than expected
    - d. Much less than expected

82. The benefits your library receives from multitype networking:
    - a. Far outweigh the cost
    - b. Outweigh the cost
    - c. Are worth the cost
    - d. Are not worth the cost

83. Rank the importance of the following in the network's initiation, using one through the highest number necessary, with (1) indicating the lowest rank.

    _____ Strong regional leadership
    _____ The availability of outside money
    _____ Regional commitment to networking
    _____ Regional history in networking
    _____ Other ____________________

84. In general, your attitude toward your library's membership in the multitype network is best described as:
    - a. Extremely positive
    - b. Positive
    - c. Negative
    - d. Extremely negative

The Nature of Exchanges Between Libraries In Multitype Cooperatives

Prepared for
The California Conference on Networking

BARBARA M. ROBINSON

1 INTRODUCTION

Multitype library cooperation has been much discussed over the last ten years by librarians in the United States. There have been a number of important conferences on the topic and a good many books and articles written on the subject. Voluntary multitype library cooperation involves many libraries in many different kinds of exchanges. Over time, both the relationships and the nature of the transactions change.

This paper provides a framework for discussing the nature of and the motivation for the many complicated transactions that take place between libraries in a multitype context. A number of concepts, drawn from the fields of economics and sociology, are used to analyze library cooperation, with special reference to multitype library cooperation. The paper explores the nature of both monetary and non-monetary exchanges and the motivations for these voluntary exchanges between librarians (i.e., individuals) and libraries (i.e., institutions). These general concepts are applied to multitype library cooperation. The paper also examines the nature of interinstitutional relationships, known in the literature as IR, and applies the IR model to relations between libraries of more than one type that participate in cooperatives and networks.

2 BARTER AND MONETARY EXCHANGE

Librarians frequently engage in exchanges through multitype cooperatives. To describe the complexity of exchange between either individuals or institutions, it is helpful to turn to two familiar situations: a dinner party and a restaurant meal. These two metaphors help us to sort out the concepts and motivations underlying both monetary and non-monetary transactions between libraries.

2.1 THE DINNER PARTY METAPHOR

A guest attends a dinner party and enjoys himself thoroughly. The next morning he is filled with resolve to write or call in thanks and to reciprocate in the near future. His best intentions to thank his hostess and reciprocate, however, are overtaken by events. The guest later finds that he has been dropped from his hostess' guest list because he never reciprocated. He wants to be back in the good graces of his former hostess in order to get back on her guest list. He calls her to set a date at her convenience. While he is dialing, he wonders whether too much time has elapsed to reestablish the relationship and restart the chain of obligation and indebtedness.

2.2 CONCEPTS AND MOTIVATION UNDERLYING NON-MONETARY EXCHANGE

There are a number of variables in this transaction: a mutually beneficial exchange; barter; an unstated price; a price which is not denominated in dollars; reciprocity; trust; obligation; indebtedness; elapsed time; an open transaction; and a deferred payment. These concepts define the characteristics of a non-monetary exchange and are applicable to the many non-monetary exchanges between libraries in multitype cooperatives.

2.2.1 MUTUALLY BENEFICIAL AND BARTER EXCHANGES

A mutually beneficial exchange is one which involves two parties in a transaction that is both complementary and specialized, as is discussed in Section 5.1 below. When the transaction is completed, both parties should be mutually satisfied. The exchange can be monetary – involving payment in dollars – or, as in the case of the dinner party, the exchange can be non-monetary, based on barter of goods and services.[1]

Once the exchange is closed, both parties can determine whether and to what degree the transaction has been mutually beneficial. This evaluation process is, of course, highly subjective. In the dinner party example, the hostess asks herself whether the guest provided as delicious and as pleasurable a dinner party as she did, if the guest chooses the tat-for-tat route. On the other hand, if the guest elects to take his former hostess out to a movie and a pizza, how does the hotesss evaluate whether she got her "money's worth"? Only she can say, and she will say it indirectly through her next interaction with the guest, if one occurs. If she does decide to continue the chain and invite the guest back, the guest can assume that the transaction was mutually beneficial.

Barter implies a *quid pro quo* to make the exchange mutually beneficial. Money does not change hands; goods and services do. Barter may involve an unstated price, as in the case of the dinner party. The hostess expects to be paid, but not in cash. She has not specified what constitutes a mutually beneficial exchange. Furthermore, she has not set a price for the dinner she served to her guest, although she could calculate the cost and arrive at a value. Since the guest does not know the value of the dinner to his hostess, he has to arrive at a value based on his own perception. He will have to decide whether he has to reciprocate in the same fashion by arranging a comparable dinner party, or whether a barbeque will do. The implicit expectation is that the guest will provide a mutually beneficial exchange.

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[1] In this paper, a barter exchange is always non-monetary and a non-monetary exchange always involves some kind of implicit or explicit barter. The terms are used interchangeably.

2.2.2 DENOMINATING A NON-MONETARY EXCHANGE IN DOLLARS

In some cases, it is useful to assign a price to a good or service in order to arrive at a dollar value, even when it is not going to be bought in a monetary exchange. By denominating the value of a good or service in dollars, a unit of account is established which makes it easier to determine whether an exchange was indeed mutually beneficial. For example, if an apple is worth fifty cents and an orange is worth one dollar, one orange could be bartered for two apples with the expectation that the exchange would be mutually beneficial.

Another example of denominating a non-monetary exchange in dollars is the use of "funny money" in computer accounts that are set up for students on college campuses. While the students do not pay for the computer time out of their own pockets, they are expected to keep track of their expenditure rate and not overdraw their accounts. The funny money approach provides an easy unit of account to use in monitoring their computer usage. It is much easier for most of us to keep track of dollars than to keep track of bits and bytes. In the dinner party example, while it is not socially acceptable for the hostess to inform the guest what value she places on the dinner, the guest is expected to make a correct estimate in order to decide how best to reciprocate. He may mentally compute the value of the dinner in dollars, since it simplifies his calculation, although he would never reveal to his hostess what dollar value he assigned to the dinner.

The intangible factor, quality, often enters into a transaction and can cause an exchange not to be mutually beneficial although it may appear to be at first glance. I might try to pawn off a dried out, bruised, and small orange in exchange for two big red juicy apples; or the guest might serve a frozen dinner as a substitute for a succulent home cooked meal. To do so, in either case, is to jeopardize the possibility of future exchanges. There are two other deterrents to such cheating: reciprocity and trust.

2.2.3 RECIPROCITY AND TRUST

The hostess in the dinner party example enters into the exchange even though she does not know whether she will receive mutual benefit from the exchange. She is relying on a powerful social norm to enforce the unstated contract: reciprocity. Reciprocity is defined as:[2]

> " . . . the pattern of exchange through which the mutual dependence of people, brought about by the division of labor, is realized. Reciprocity, therefore, is a mutually gratifying pattern of exchanging goods and services."

Reciprocity is basic to personal and professional relationships, and implies a mutual or cooperative interchange. Each party has rights and duties in the pattern of exchange, which lead to a mutual dependence. There are two kinds of reciprocity: tit-for-tat (i.e., a dinner party in return for a movie), or tat-for-tat (i.e., a dinner in return for a dinner). Reciprocity is the fulcrum which provides balance and stability in non-monetary exchanges.

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[2] Gouldner, pp. 169-70.

Gouldner states that the norm of reciprocity is one of two basic societal building blocks, the other being incest taboos. He holds the act of reciprocity in such high regard that he calls it a "starting mechanism" which is "conducive" to the crystallization of social systems out of ephemeral contacts.[3] As formalization and institutionalization occur through repeated reciprocal exchanges, social systems stabilize. Reciprocity is a key element in this exchange.

Underlying reciprocity is the concept of trust. George C. Homans says that trust, "is a form of capital which may allow new ventures to get off the ground that could not otherwise have done so."[4] There must be an element of trust in every exchange, whether monetary or non-monetary. Trust, no matter how intangible, is especially critical in deferred exchanges, which are discussed below.

If the expectations implicit in a mutually beneficial exchange are met, the trust has been justified and will provide the capital for further exchanges. Indeed, if expectations are fully met or exceeded, the trust may justify more exchanges and more complicated transactions in the future. There's no telling where the exchange between the hostess and our guest could lead if the guest follows through! If the guest does not reciprocate, however, it is unlikely that there will be further exchanges.

2.2.4 OBLIGATION AND INDEBTEDNESS

Other concepts that come into play in this example are obligation and indebtedness. Obligation grows out of the past history of exchanges between two parties. Indebtedness is the present state that can be resolved or paid off by closing the transaction in the future. Both are social norms that are inculcated into most people at an early age. Rather than live with a guilty conscience, most people prefer to close exchanges and clean the slate rather than be indebted to others. The same principle applies to organizational behavior.

2.2.5 OPEN EXCHANGE, ELAPSED TIME, AND DEFERRED PAYMENT

Reciprocity is not always enough; elapsed time may also be critical in an open exchange. For example, if the taker reciprocates too quickly in order to close the exchange, he may appear too eager. If payment is deferred, however, as is expected in the case of the dinner party, the transaction is left open for an unspecified period. Once the guest reciprocates, the exchange will be completed and closed. If the diner delays too long, his hostess may write off the exchange as a bad debt, and may be unwilling to accept late payment to close the exchange.

2.3 THE RESTAURANT MEAL METAPHOR

It is useful to highlight the concepts underlying a monetary exchange implicit in a restaurant meal, since the characteristics of this kind of transaction underlie many transactions that libraries make through multitype cooperatives. There are obviously significant differences between having dinner out at a restaurant and having dinner at a friend's home. The following metaphor helps to underscore the differences.

The night after the dinner party, the guest goes out to dinner by himself at a neighborhood restaurant. He studies the menu and orders an entree that is reasonably priced. The waiter serves the meal, collects the bill, receives an appropriate tip, and ushers the diner out of the restaurant.

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[3] Gouldner, pp. 176-7.

[4] Homans, p. 111.

2.4 MOTIVATIONS UNDERLYING MONETARY EXCHANGE

In this example, the concept of a mutually beneficial exchange applies as in the dinner party example, but there are some significant differences. This transaction involves a monetary exchange, a stated price, a closed transaction, and an immediate payment. Reciprocity, obligation and indebtedness play no significant part in the exchange and only a small degree of trust is required. These concepts are discussed below.

2.4.1 MONETARY EXCHANGE AND STATED PRICE

The diner has gone to the restaurant with the expectation of making a mutually beneficial exchange – his money in return for dinner. Unlike the dinner party situation, the price of dinner appears on the menu. The diner also knows he is expected to tip the waiter. He can even calculate the price before dinner. There are no hidden costs and no barter is involved, unless he decides to wash dishes in return for dinner, which might well be unacceptable to the restaurant owner, especially if the exchange was not agreed upon in advance.

2.4.2 CLOSED TRANSACTION AND IMMEDIATE PAYMENT

There is another significant difference between the bought meal and the bartered meal. The transaction is closed in the case of the bought meal since the diner is expected to pay immediately – before he leaves the restaurant. Restaurant owners may accept credit in lieu of cash, but they will rarely accept deferred payment based only on an informal I. O. U. The reverse is true in the case of the bartered meal at the dinner party.

2.4.3 ABSENCE OF RECIPROCITY, OBLIGATION, AND INDEBTEDNESS

No reciprocity is expected or required in the restaurant meal transaction. A small degree of trust, however, is involved. The diner trusts that the restaurant owner will deliver the goods and services which he intends to buy, and the owner trusts the diner will pay upon receipt. Obligation and indebtedness are not key factors in the exchange, although the restauranteur may want the diner to be a repeat customer and he may try to make the diner feel indebted by serving him a free drink, or giving him a table with a view.

3 EXCHANGES IN MULTITYPE LIBRARY COOPERATIVES

These two metaphors provide points on a continuum for examining exchanges between libraries in a multitype environment. Multitype library cooperation involves both kinds of transactions: the non-monetary exchange, which is embodied in the dinner party metaphor, and the monetary exchange, which is characterized by the restaurant meal metaphor. Some libraries also engage in mixed exchanges which involve a combination of barter and monetary exchange.

3.1 NON-MONETARY EXCHANGES BETWEEN LIBRARIES

Libraries participating in multitype cooperatives engage in many non-monetary exchanges that involve barter and rely on the concepts of reciprocity, trust, obligation, and indebtedness. The expectation is that these kinds of transactions will be open-ended and involve deferred payment. Reciprocal borrowing, staff exchanges, shared cataloging, cooperative collection development, consulting, information and referral, reference and interlibrary loan have all been bartered by libraries in the past. With the partial exception of shared cataloging and interlibrary loan, these goods and services are still usually exclusively bartered in non-monetary exchanges.

Barter has given many libraries a way of deferring payment and buying on credit. There is a promise to pay, although the price is unstated. It is left largely to the taker to decide whether a tit-for-tat, or a tat-for-tat is appropriate. Information and referral, for example, is driven by the assumption that the transaction will be closed when the library that called for information is contacted at a later date by the library that provided the information. Reciprocal borrowing, which enables residents of one jurisdiction to use their library card in another jurisdiction, and vice versa, is also driven by the *quid pro quo* of deferred reciprocity.

3.2 MONETARY EXCHANGES BETWEEN LIBRARIES

In the past, monetary exchanges, involving cash payment between libraries, were infrequent. There are very few examples that mirror the behavior of a buyer and a seller in a market context. One example is a local jurisdiction that has no library service and therefore contracts with a neighboring jurisdiction to buy access to their collection, including reference assistance and interlibrary loan. These arrangements, however, are not usually stable in the long term. As costs rise and the price increases, there are pressures on the buyers to terminate the exchange and either forgo library service or set up a library on their own.

While there are few monetary exchanges among libraries, there are many monetary exchanges between library cooperatives and other groups. Indeed, one of the major functions of multitype cooperatives is to represent the members in the market place. By acting as the purchasing agent for the group, the cooperative is able to negotiate lower rates for the group collectively (e.g., quantity discounts on 16 millimeter film purchase), or for each library individually (e.g., delivery services provided by a commercial courier).

3.3 MIXED EXCHANGES BETWEEN LIBRARIES

Mixed exchanges between libraries – those which are partially monetary and partially barter – occur frequently in interlibrary loan transactions. Net lenders know from experience that many net borrowers will never be able to make the exchange mutually beneficial, if a tat-for-tat – a book for a book – is expected in payment. The net lenders correctly perceive the transaction as a barter exchange with deferred payment, and many of them finally write off the open transaction as a bad debt. The enthusiasm of such net lenders for participating in pure barter interlibrary loan arrangements is likely to wane over time.

Many state librarians are concerned about the economics of interlibrary loan. In order to keep net lenders happy and to protect this form of cooperation, state librarians often enter into contracts with net lenders in order to subsidize service to net borrowers. The net lenders must denominate the transaction in dollars if the state library is to determine how much subsidy is needed. Should the state library provide only a partial subsidy, as is often the case, the net lender's costs will not be fully covered. The lender may still proceed with the transaction if he perceives a mixed exchange with deferred payment to be mutually beneficial.

3.4 HISTORICAL AND ATTITUDINAL REASONS FOR BARTER BETWEEN LIBRARIES

Why do libraries and library cooperatives rely on non-monetary exchanges far more frequently than on monetary exchanges when dealing with one another? There are a number of historical reasons for the dominance of barter in library exchanges. Many libraries operate on modest budgets. They have been able to supplement their cash by bartering with other libraries which effectively increases their purchasing power. Even the large research libraries have had to turn to other libraries to supplement their collections and expertise.

In addition, most libraries are constrained by line-item budgets and have very little discretionary money. Without the flexibility of reallocating funds, it is difficult for libraries to respond to change midway through a budget cycle. One alternative is to barter with other libraries. For example, a film cooperative in Virginia allowed a library to participate for one year without contributing to the joint purchase of 16 millimeter films. The other libraries cooperated in order to help meet demands from citizens for regionwide film service, even though the one library had not budgeted for this service. In return for this courtesy, the library was expected to participate in reciprocal borrowing within the Washington, D.C. area.

Most interlibrary barter exchanges are not denominated in dollars. Libraries have found it difficult to calculate the cost per output of service, e.g., the unit cost of a reference question, an interlibrary loan transaction, or a referral. Furthermore, libraries have had little incentive to do so since their budgeting systems and management have not required such information. As a consequence, there has been a lack of cost pricing history.[5]

Recently, in response to outside pressure from funding sources that are requiring better cost accounting, the profession has turned its attention to measuring outputs and costs. Both the Public Library Association and the Association of Research Libraries have been particularly active in this area. Work is underway to provide an accounting framework that will facilitate cost estimates (no matter how imperfect) for most non-monetary exchanges.[6] Whether this cost consciousness will lead to more monetary or mixed exchanges remains to be seen, but it is highly unlikely that exchanges between libraries will ever become strictly monetary. In addition to the fact that such exchanges are complex, which makes them hard to price, there is a very strong spirit of reciprocity based on barter in the library world.

Many librarians, when asked why they chose to join the profession, will report that they liked to read and they liked to help others. When asked whether they have been able to do both in their jobs, many librarians will lament that they have no time to read. Many, however, do report that they have found their jobs satisfying and rewarding because they have been able to help others. The culture of librarianship in many ways is similar to that of education or social work. Given this mindset, it would take major changes in the culture of librarianship to cause a dramatic shift from barter, based on reciprocity and trust, to simple buying and selling in the library market place.

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[5] Cost pricing is, of course, not an easy thing to implement. Determining how to attribute fixed and variable costs to various services in a multi-service organization such as a library is complex and controversial. The problem is further complicated by the prevalence in libraries of economies of scale and scope, which are discussed below.

[6] Economists argue that, in a competitive market, one need only observe a market price, which will properly measure costs. The problem for libraries is that such markets do not exist for most of their services, so they must attempt the more difficult task of measuring the costs of producing library services directly – without the benefit of a market price.

"This spirit of social service underlies the many outreach activities which libraries offer to their users. For example, public libraries provide service to the homebound, to inmates and to the blind and physically handicapped. They also provide information and referral as well as reference to their many publics. Academic, school and special libraries also have an ethic of reaching out to their respective users. This social service orientation carries over from helping the public to helping others within the library profession and underlies the powerful old girl/old boy network. It also provides a solid foundation upon which to build formal interorganizational relationships.

In order to meet their publics' demands for service, libraries must turn to one another for materials and information. Multitype library cooperatives encourage the development of these interorganizational relationships (IR). The discussion of IR which follows provides a framework for examining IR in the context of multitype library cooperation."

4 MOTIVATIONS FOR INTERORGANIZATIONAL RELATIONSHIPS

There is a body of sociology literature that describes the dynamic which motivates interorganizational relationships (IR). These concepts also apply to IR between libraries and a multitype library cooperative. Interorganizational relationships grow out of repeated, mutually beneficial exchanges which, in turn, are based on both complementary and specialization. Organizations that enter into an IR must be sufficiently complementary and sufficiently specialized to gain from the transaction. Stated another way, "the maximum inducement to form an IR occurs when the organizations have some degree of similarity - not identity - in the nature of resources available for exchange."[7]

The mutual exchanges, through an incremental and gradual process, lead to the evolution of stable IR. The exchange usually begins with:[8]

> " . . . small transactions that initially require little trust because they involve little risk. As these transactions are repeated through time and meet basic norms of equity, the participants feel increasingly secure in committing more of their available resources to the IR."

Van de Ven describes the mutual dependence that develops as the IR become more complex and the exchanges become more frequent. He says that "what may start as an interim solution to a problem to obtain a specific resource may eventually become a long-term interorganizational commitment of resource transactions and a web of interdependencies."[9]

There may well be a tension underlying the apparent stability of IR because "it is to the advantage of each party to have the other or others assume a disproportionate share of the commitments that secure their continuing association."[10] And yet, the condition for stability is a willingness on the part of one or both parties to "make some investments to bring it into being and maintain it in existence."[11] The conflict between these two conditions upsets the delicate balance and leads to competition rather than to cooperation and complementarity.

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[7] Van de Ven, p. 601.

[8] Van de Ven, p. 604.

[9] Van de Ven, p. 601.

[10] Blau, p. 113. This is called the "free rider" problem in economics.

[11] Blau, p. 113.

Often, two organizations that engage in repeated exchanges begin to lose their competitive advantage as a result of the frequency of exchange. They may begin to overlap one another's domain to such an extent that they lose their separate identities. This evolution is a natural result of repeated exchanges that are initially mutually beneficial to both parties. The irony is that "the processes for creating and expanding an IR contain the seeds of its disintegration."[12] The balance or stability in one aspect of IR depends on "imbalances in other social states; forces that restore equilibrium in one respect do so by creating disequilibrium in others."[13]

If two organizations that were originally complementary become substitutes for one another it means that they have become so similar over time that they end up looking identical. As they become increasingly similar, the potential for territorial disputes and competition increases. At some point, they will either merge or compete with one another. Competition is not inherently bad. It can benefit the consumer because competing enterprises differentiate their product by offering either high quality or lower prices, or both, in order to gain market share, which gives consumers a wider choice. But competition is antiethical to the propagation of IR.

In summary, the evolution of IR is a dynamic process growing out of complementarity and specialization, which leads to mutual exchanges and mutual dependencies. If the balance changes and one or more parties acquires the specialization internally, conflict and competition emerge, which destabilizes IR. There is no way to determine how long IR will remain stable, and if they will disintegrate into competition and, perhaps, cease to exist. What is clear is that the process is evolutionary, volatile, and inherently unstable over time.

5 RELATIONSHIPS BETWEEN LIBRARIES

All of these elements – cooperation, specialization, and competition – come into play in IR between libraries and multi-type library cooperatives. The conditions that are true for IR, in general, also apply to libraries working cooperatively: libraries engaged in IR must be complementary, but not identical, and have some specialization that is mutually beneficial. If libraries had collections and services that overlapped to such an extent that they were substitutes for one another, no resource sharing would occur; or, if a given library could satisfy its customers without having to turn to other libraries for resources, there would be no need for resource sharing.

In either of these scenarios, libraries could act independently of one another since they would not need one another's collections to complement their own. But librarians know that no single library's inventory and services can satisfy all of their clients all of the time. Even the Library of Congress does not have every item ever published and borrows materials from other libraries in North America and around the world. There are a number of factors that stimulate multitype library cooperation: complementarity and specialization, economies of scale and economies of scope, and heterogeneity. There are some problems that result from these factors which will also be discussed below.

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[12] Van de Ven, p. 604.

[13] Van de Ven, p. 605, quoting Blau.

5.1 COMPLEMENTARITY AND SPECIALIZATION

Complementarity and specialization are two factors which drive interinstitutional relationships between libraries in a multitype cooperative and are familiar to librarians as "resource sharing." Resource sharing is a time-honored tradition in the library world. Librarians believe that resource sharing will be mutually beneficial to both large and small libraries over time because, at some point, each will need to draw on the resources of the other to satisfy customer demand. Librarians are committed to leveraging their collections (e.g., books) and their expertise (e.g., reference) in order to gain mutual benefit through resource sharing. The benefit may not be mutual immediately. More than likely, the transaction will involve a deferred, non-monetary exchange. Once there is a need to enter into repeated exchanges, mutual dependency and mutual benefit are the natural outcomes and have given rise to the many creative resource sharing arrangements that libraries have developed over the years.

Cooperative collection development provides an excellent example of an effort to capitalize on complementarity and specialization. Several years ago a new tool called the "conspectus" was developed by the Research Libraries Group (RLG). The conspectus provides a methodology for quantifying collection strengths in each RLG library and for developing a data base of quantitative data that describes the collections and present acquisitions activities in each participating RLG library. The tool is now being used by many of the libraries that belong to the Association of Research Libraries (ARL) in the development of its National Collections Inventory Project (NCIP).

The conspectus provides the mechanism for cooperative collection development. Libraries are assigned complementary responsibility for collection development and maintenance by subject specialty. They commit themselves to maintaining and enriching their collections in the assigned subject specialty for the benefit of the group. By treating the separate collections as one big collection housed in a variety of locations, libraries gain economies of scale. Each participant must depend on and trust that participants will honor their commitment to collect in an assigned subject area and will reduce or cease collecting in another subject area also as agreed. The RLG libraries are proceeding in this direction.

A number of other activities grow out of a commitment to exploit collection complementarity and specialization. These activities include creating union catalogs of holdings, compiling union lists of serials, developing inventories of staff expertise, and engaging in interlibrary loan. Interlibrary loan is an important mechanism in resource sharing among libraries. It grows out of the need to get materials to the customer from different geographical locations. It harnesses the complementarity and specialization of library collections (scale) and enables borrowing and lending of materials in order to satisfy demand from customers who are unable to find the item in their home library (scope). Cooperative collection development and interlibrary loan are driven by economies of scale and economies of scope. These two factors also motivate multitype library cooperatives and often account for their successes and failures.

5.2 ECONOMIES OF SCALE AND SCOPE

Economies of scale occur when unit costs are reduced as the scale of production increases – producing more of a good or service leads to lower average costs. Economies of scope result when an organization simultaneously pursues a variety of related activities that complement one another and create a synergy in production. These two factors are often related because economies of scope can lead to further economies of scale. Multitype cooperatives and library networks have exploited these two factors to the benefit of their members by offering a variety of services (scope) and by capitalizing on economies of scale. The OCLC experience provides a classic example of reaping economies of scale and scope.

By expanding the customer base for its shared cataloging and union catalog services, OCLC was able to reduce the unit cost to each customer. As OCLC grew bigger it introduced new products that complemented its original services and exploited its centralized bibliographic database. It was able to produce cataloging data in a variety of formats (e.g., tapes and cards), assist in retrospective conversion of records that needed to be merged with the OCLC current cataloging, and streamline interlibrary loan transactions between libraries. All of these activities are spin-offs from the development of its database and reflect efforts to capitalize on economies of scope.

Like OCLC, successful multitype library cooperatives and networks that provide a wide variety of services to their member libraries also generate economies of scope. One of their objectives is to provide their member libraries with as many services as possible in order to ensure member loyalty and generate revenue through surcharges on goods purchased and services provided to the membership. Since multitype cooperatives have the organization and staff in place, they are able to experiment with offering or brokering new services that will gain additional economies of scope. Services that cooperatives and networks offer usually include training, consulting, publishing, data collection, facilitating meetings, planning, cooperative purchasing, and setting standards and protocols for doing business within the group.

Cooperative purchasing is one of the more tangible activities that many multitype library cooperatives provide to their members which results in economies of scale (in this case, the size of the collective buying power rather than the size of the collective library collections is the relevant factor). When libraries pool their purchasing power, most vendors are willing to lower the price per item or per customer because of the size of the combined order. The opportunity of gaining group discounts has led to cooperative purchasing of such goods and services as commercial delivery, 16 millimeter films, online bibliographic databases, computer equipment, supplies, telecommunications, training, office supplies, as well as books and journals.

The experiences of two multitype cooperatives, Metro in Metropolitan New York, and the Metropolitan Washington Library Council in Washington, D.C., provide two imaginative examples of cooperative purchasing of library materials. Metro has a well established program for expensive acquisitions – purchasing reference materials that would be little used by any single institution but are in sufficient demand by clients and expensive enough to justify a joint purchasing arrangement (e.g., *Chemical Abstracts*). The Metropolitan Washington Library Council, another multitype cooperative, set up a professional collection of library journals and library science monographs for use by members that wanted to buy a share of the collection. By becoming a share holder, a small library that could not justify purchasing the library literature for its own small staff gains access to this literature.

5.3 HOMOGENEITY VERSUS HETEROGENEITY

There is an assumption that resource sharing is more successful when the libraries in a cooperative venture are heterogeneous because they will have a wider mix of resources to share and less successful when the libraries are homogeneous because they will have less variety to share. Neither assumption may be correct. Different types of libraries (e.g., research libraries and elementary school libraries) may have such a high degree of specialization of collections and customer base that there is not enough complementarity to generate more than infrequent exchanges among them. Libraries of a similar type (e.g., public libraries) may be less homogeneous in their collections that would be assumed. Their collections may be sufficiently varied to allow them to rely on one another for the majority of their exchanges, rather than on other types of libraries.

The test is whether sufficient complementarity and specialization exists between libraries to result in mutually beneficial exchanges. For example, libraries participating in the Research Libraries Group have a mechanism for sharing with libraries of their own size and type through the Research Libraries Information Network.[14] In contrast, libraries participating in OCLC have chosen to mix with all types of libraries: academic, public, school and special. The diversity of the OCLC membership, however, brings with it problems as well as benefits. The problem, however, as John Kenneth Galbraith points out, is that "if the purposes of an organization are many and varied, both the sources and instruments of enforcement will have to be greater for a given effect than if the purposes are few and specific."[15]

In less than 15 years, OCLC grew from a homogeneous consortium of academic libraries in Ohio, which shared cataloging and borrowed from one another through their union catalog, to a corporation composed of nearly 3,000 heterogeneous libraries that sells services to its contributors. As the mission and strategic plan of OCLC have evolved, some existing interinstitutional relationships were affected. For example, in response to dissatisfaction from OCLC customers in the Pittsburgh area, OCLC modified its usual strategy of delivering service only through regional brokers. It set up an OCLC office there which made it possible for libraries in that region to buy directly from OCLC, instead of buying from Pittsburgh Regional Library Council (PRLC), the regional OCLC broker. Not surprisingly, all the OCLC brokers were vocal in their opposition to having OCLC compete with PRLC.[16]

OCLC's tremendous size and variety have been a boon. OCLC put libraries on the map in Ohio and nationwide as a result of the sophistication of its computer and telecommunications operations and the construction of its thirty million dollar building. But there have been problems as well. The growth in scale and scope of OCLC has transformed it, in a few short years, from a personal, informal collective to an impersonal and formal corporation. Some of the growing pains that OCLC has experienced are illuminating and are shared, on a smaller scale, by other cooperative efforts. They reflect some of the negative motivations for joining cooperatives, which include: loss of autonomy, fear of external control, and diseconomies of scale or scope.

5.4 LOSS OF AUTONOMY

At the top of the list of motivations for not joining a multitype cooperative is the desire to maintain institutional autonomy. Joining a cooperative requires adherence to group norms and standards. The group process constrains, or at least slows down, independent decision making. Alphonse Trezza, while director of the state library in Illinois, commented in *Library Journal* that the most serious barrier to developing library systems, cooperatives, and networks "is the fear of possible loss of local autonomy as the price for system membership or participation."[17]

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14. Although as Jim Schmidt, Associate Executive Director of RLG pointed out in private correspondence, RLG members continue to work within their local, state and regional groups as well as support of resource sharing. He stressed the fact that "many RLG members are paying to have their RLIN data loaded into OCLC." He went on to say that: "From time to time our (RLG's) Public Service Committee has encouraged the members to do as much of their borrowing from each other as possible in order to maximize the traffic and thus the possibility that inequities due to net lending might be minimized or at least distributed over more rather than fewer members. The extent to which these encouragements have in fact been headed is at best unknown.

15. Galbraith, p. 68.

16. For a discussion of competition and cooperation between library networks, see Robinson in the references.

17. Trezza, p. 3174.

What underlies the fear of lost autonomy is not simply the loss of power to make decisions independent of the group. As Blau states: "The most distinctive cost in social transactions is the subordination involved in expressing respect or manifesting compliance, that is, in rewarding another with prestige or with power."[18] The problem is that the subordinated actor is perceived as being weaker. This situation is certainly the case with multitype cooperatives.

If a given library subordinates itself to an organization that caters to a wide variety of libraries, the mission of the individual library may not match the mission of the organization. Martin notes that:[19]

> "(. . .) a network and its members must be closely aligned in purpose; otherwise there will be little commitment and loyalty to the network. Indeed, the failure of a network can easily derive from disparity of aims among the principals involved."

Problems arise when existing organizations set up for one clientele and one mission have other clienteles and missions imposed on them. For example, the 3Rs in New York State started out as an academic library network and has had other types of libraries grafted on without making sufficient organizational changes to accommodate these different institutions. The same is true in Illinois where the multitype network was superimposed on each of the nineteen public library systems, which had been in place a long time. Many systems were unwilling to give up power and existing funds, in return for being part of a multitype structure.

New Jersey, in contrast, started afresh with new institutional structures called "regional library cooperatives." New Jersey went even further and spelled out, in detail, rules and regulations for setting up the administrative and governance structure of the multitype cooperative. Staff at the state library suspect, however, that it is only a matter of time before participating libraries will bridle because of fear of external control.

5.5 FEAR OF EXTERNAL CONTROL

One of the most threatening elements to a library considering joining a cooperative is the fear of external control. Outside monitoring often has a chilling effect on organizations. Galbraith points out that even if power is not exerted, "the will to exert power, to win submission is satisfied not by the result of the form. In such cases the organization that is the source of power serves as a substitute for the exercise of power itself."[20]

Consequently, state librarians, who often provide the outside subsidy to multitype cooperatives, tend to be viewed with suspicion and distrust. Similarly, the staff and organization of the cooperative may be viewed as their agent and accorded the same mistrust.[21] But even the most controlling state library and the most carefully spelled out enabling legislation, with accompanying regulations that give rise to by-laws and a governance structure, cannot anticipate or contain the evolution of library cooperation.

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18. Blau, p. 101.

19. Martin, p. 20, quoting Wallace C. Olsen.

20. Galbraith, p. 71.

21. Some key federal legislation, Titles I and III of the Library Services and Construction Act (LSCA), has provided momentum for the formalization of interlibrary cooperation and has been responsible for much of the multitype evolution in progressive states such as Illinois, California, and New York. These federal funds are managed by the state librarian, more or less imaginatively, depending on the state, and with more or less control. These same states have also committed their own resources to library cooperation. In New Jersey, the state legislature recently allocated 2 million dollars to start up and provide first year funding to operate six regional library cooperatives in the state.

5.6 DISECONOMIES OF SCALE AND SCOPE

While scale and scope can result in economies for consumers in general, and libraries in particular, there is a danger of an organization becoming too large and selling too many unrelated products. OCLC provides examples of diseconomies of scale and scope. In the case of scale, OCLC got very big very fast. Its size became a deterrent for some libraries that feared that they would be lost in the crowd. Response time on the system deteriorated and there were problems delivering services. The enormous data base, which was OCLC's major asset, began to generate problems. For example, OCLC's shared cataloging presented problems of quality control. It became apparent that not all libraries cataloged equally well and that some libraries were degrading the data base with low quality original cataloging."

Furthermore, there were evidently decreasing advantages to increasing the size of the data base. In response, some of the regional brokers created regional subsets of the data base. In addition, the interlibrary loan subsystem also presented problems. The subsystem enabled libraries to request loans from other libraries in widely scattered regions of the country. When some net lenders found themselves lending to net borrowers that were strangers and were both far away and not easily able to reciprocate either in a tit-for-tat or a tat-for-tat exchange, demand for better control increased. OCLC responded by making it easier to borrow intra-regionally.

OCLC has been innovative and willing to take risks. It has experimented with new products and services in an effort to realize economies of scope. Sometimes the anticipated synergy resulting from two products, or the effort to spin off a product into a second product, has not paid off. For example, OCLC joined forces with Banc One in Columbus to offer local residents access via teletext to the Franklin-Columbus County Public Library's portion of the OCLC database. The teletext experiment sounded like a good way to expand OCLC's market and make use of part of the OCLC database in an innovative and synergistic way. The service, however, never took off, in part because the service and customer base were not closely enough related to the other services and customer base that OCLC had already developed.

Unfortunately, there is no way to know in advance whether a new product or service will result in economies or diseconomies. Much has to do with product acceptance, which requires market testing, and some good luck. Multitype cooperatives and networks, as well as commercial enterprises cannot know whether an innovative approach will work until they try it. They have to take risks to find out. But in order to take risks, organizations need to have venture capital for research and development. Cooperatives and networks are extremely short of this kind of money and therefore have difficulty introducing new offerings and exploiting economies of scope.

6 ORGANIZATIONAL STRUCTURE

One of the most discussed aspects of cooperation is the nature of the governance of the multitype cooperative or network. Governance formally delineates how members of an organization participate in decision making. For example, bylaws are drawn up to provide rules that protect the organization and its members, and also serve a contractual function – implicit or explicit, binding or non-binding.

A small organization, composed of twenty-five or fewer members, may find it feasible to establish a governance structure of one-institution-one-vote, without inserting an elected board at the top to represent the membership. The larger the organization, however, the more cumbersome it is to have democratic representation without adding a layer at the top to streamline decision making. Consequently, larger organizations become more bureaucratic, more formal, and inevitably more impersonal. For example, as OCLC became more bureaucratic and formal, the member libraries began to feel that they were becoming too distanced from the organization. The User's Council was formed and began to exert a check-and-balance relationship with the OCLC Board.

Martin surveyed network directors in 1979 to determine whether "a regional multitype network must have governance characteristics that are not necessary for a single-type network."[22] Eight of the twelve respondents answered no, only one agreed, and three did not answer. Ten respondents agreed that their network's governance "works satisfactorily at this time," nine disagreed that "it is difficult to accommodate 'type of library' and 'regional multitype' subsets within the same network," and the same number disagreed that "network members do not have a significant impact on the direction of the network."[23]

Martin also surveyed the library directors whose libraries are members of the Association of Research Libraries during the same period to determine the attitudes of top library management to library networks. Of the eighty-four respondents, over 60% agreed that they and their staff "are able to have an effect upon the governance and management of the network center," and over 50% agreed that "the governance of the network of which my library is now a member, as it now exists, works well for my library."[24] Nine of the twelve network directors agreed that "the best form of governance is an elected representative group as the policy making body," and over 50% of the ARL directors disagreed with the statement that "all participants should be represented on the governing body on a one-library, one-vote basis."[25]

These answers are revealing. They support the postulate that governance is a reflection of the health of an organization and cannot make functional an organization that is not healthy. On the other hand, a healthy organization can benefit from a well thought-out governance structure. But even in the case of the emerging multitype library network in New Jersey, the most careful and thoughtful planning, as prescribed in recent legislation and accompanying regulations, will become quickly outdated as the network evolves. For example, the staff of the New Jersey State Library, who have worked hard to develop progressive legislation, realize that their network will evolve over time and outgrow their careful planning.[26]

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[22] Martin, p. 57.

[23] Martin, pp. 57-8.

[24] Martin, p. 64.

[25] Martin, pp. 57 and 64.

[26] Telephone conversation with Robert A. Drescher, Head, Library Development Bureau, New Jersey State Library, June 26, 1985.

Judging from the responses from both of Martin's surveys, the type of governance structure that is selected for an organization is ultimately less important than whether there is a common mission and trust between and among the membership and between the membership and the cooperative's staff. Based on informal conversations with several directors of library cooperatives, they had each observed a tightening up of bylaws during and shortly after the transition from an old to a new director. This action is understandable during a period of uncertainty, but the question is: to what extent did the changes make an actual rather than a psychological difference, and, were they relaxed or honored in the breach once the new director became trusted to protect the individual and collective interests of the members?

As to the question of how binding governance structures should be, Martin asked the ARL directors to agree or disagree with the following statement: "I prefer a contractual relationship, rather than a partnership, in the governance of the network used by my library."[27] Roughly half agreed with the statement and half disagreed, which can again be interpreted as a function of how much trust the respondent has in the network based on past experience.

7 CONCLUSION

As priorities shift and alliances change, the structure of any given multitype organization and the nature of the transactions will also shift to reflect the changing mission. Given the diversity of type, size, mission, geographic location, specialization, status, and prestige of different libraries, the likelihood that interorganizational relationships within a multitype cooperative will remain stable seems very low. On the other hand, even though the crystallization and the evolution of cooperatives will be dynamic and volatile, and may lead to disintegration of cooperation, it is possible to chart some of the major trends in the evolution of library cooperation and to consider in what ways partnerships will change as a result of this evolution. Drawing on economics and sociology, this paper has provided a framework for analyzing these issues and has discussed the implications of some of the major trends. A number of questions, however, remain open because they depend on forces and trends that are still unclear.

Will barter continue as the dominant form of exchange in a world in which automation and telecommunications costs have caused librarians to think increasingly in monetary terms? Would the mission of a multitype cooperative change if monetary and mixed exchanges were to replace, or at least exceed, non-monetary exchanges? Is the philosophy of resource sharing among libraries independent of the medium of the exchange? Or would a market model, which transforms resource sharing – that is resource bartering – into resource buying and selling, change the mission of the cooperative venture? What effect would there be if mixed exchanges were to increase substantially? Would these economic shifts affect the governance structure? These are the kinds of questions that remain open and need to be discussed.

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[27] Martin, p. 63.

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FORMULATING A LIBRARY NETWORK IN CALIFORNIA: SOME BASIC QUESTIONS AND ISSUES

Robert A. Drescher and Barbara M. Robinson

September 20, 1985

QUESTIONS	ISSUES
1. *Motivation:* Why set up a statewide network?	–social service - “a good thing” –access to resources –mechanism for mutually beneficial exchange –achieve economies of scale/scope
2. *Users:* Who will the network serve?	–priority order of users –characteristics of users, e.g. heterogeneous/homogeneous –key stakeholders –key beneficiaries

3. *Participants:*
What libraries and organizations will be eligible to participate?
	–voluntary
	–characteristics of participants:
	  –size, type, location
	  –heterogeneous/homogeneous
	–key stakeholders
	–Key beneficiaries

4. *Services:* What type of goods/services will be offered?	–priority order –complementarity –specialization –economies of scale/scope
5. *Governance:* How will the network be governed?	–autonomy/authority –external control –trust –interinstitutional relationships

6. *Cost:*
What will it cost to set up and maintain?
	–set up costs
	–operating costs
	  –overhead
	  –costing individual services

7. *Cost Allocation:*

Who will bear the initial and ongoing costs?

- medium of exchange
  - barter
  - monetary payment
  - mixed
- immediate vs deferred payment: indebtedness, obligation, reciprocity
- pricing of services:
  - market price (value)
  - cost pricing
- grants and subsidies

8. *Mechanics:*

How and when will the network be set up?

- configuration
  - telecommunications
  - hardware, software
- timetable

Multitype Partnerships/Governance

Some factors to consider when making governance decisions:

Economics
Political
Precedent
State Law
  Library Law
Tradition

Four Models:

"a governance structure is needed for each"

"a network may have a combination of the components from these models operating at the same time

ADVISORY STRUCTURE MODEL

"*formal 'power'* is somewhere other than with the membership"
"informal 'power' structure may modify"

COOPERATIVE MODEL

"a group of libraries which agree formally or informally to share services"

"a member may or may not retain complete institutional independence"

DEMOCRATIC MODEL

"one library one vote"

FEDERATED MODEL

"each member retains complete institutional independence but enters into contracts or service agreements with other members to achieve joint services"

Definitions from *Black's Law Dicitonary,* West Publishing Co., 1979.

Cooperate. To act jointly or concurrently toward a common end.
Cooperation. Action of co-operating. Association of persons for common benefit.
Cooperative. A corporation or association organized for purpose of rendering economic services, without gain to itself, to shareholders or members who own and control it.
Federation. A joining together of states or nations in a league or association; the league itself. An unincorporated association of persons for a common purpose.

Some sample voting configurations:

- *one library with one vote*
    - all decisions made by membership
    - no representative board
- *one library with one vote*
    - membership makes some decisions
    - a representative board
- *one library with one vote*
    - membership makes some decisions
    - a representative board with seats apportioned (guaranteed)
- *one group of libraries with one vote*
    - membership makes one decision (representative to group)
    - a representative board
- *one group of libraries with one vote*
    - membership makes one decision (representative to group)
    - a board with seats apportioned (guaranteed)
- *each group of libraries with one or more votes*
    - membership makes one decision (representative to group)
    - a representative board
- *each group of libraries with one or more votes*
    - membership makes one decision (representative to group)
    - a board with seats apportioned (guaranteed)

Funding Multitype Library Cooperatives

Prepared for
The California Conference on Networking

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Funding Multitype Library Cooperatives

In the last several years the search committees which had the mission of employing administrators of multitype library cooperatives often had the task of finding the person who could provide programs and services which would satisfy and help enlarge membership. Services to members and membership satisfaction often had a component of holding members' costs stable.

Such administrators were to be measured on their ability to make the administrative structure of such organizations stable while developing nationally significant programs. This mix of attention to members' needs while giving those members the excitement of a significant new service was seen as a method to make the cooperative an important aspect in the environment of the surrounding library community.

Making the organization operate in a more "regular" fashion; making significant programs available; or helping to satisfy member needs are all, on their own, commendable activities. Unfortunately, however, such goals sometimes work to the detriment of the cooperative organization particularly if the issues of funding and control are not well conceived.

This paper is about funding, but funding cannot be considered in isolation. Sources of funding, levels of funding, constraints on funding and expenditure; and member expectations about funding, expenditure, constraints, and rules must be considered as a framework. Library cooperatives are not necessarily small operations. Many, from a cash flow point of view, are larger than many of the institutions that they represent. If measured in terms of discretionary cash, many such cooperatives are the largest library related organizations in their regions.

Library cooperatives are not libraries. They do not loan books; they do not perform a service for the public; they are a business as much as any for-profit business. While they may be exempt from income taxes, they have the responsibility to make and spend money. While the difference between those two activities may be called "excess of revenue over expenses" rather than "profit," it is the same concept. Funds are appropriated to libraries. Revenue is earned by cooperatives. Appropriated funds are received by libraries at a level that is provided. The librarian has little opportunity to influence the final amount. Earned revenue is received by cooperatives based on the ability of the responsible parties to sell.

Librarians control expenditures to work within the predetermined amount of funding available. If funding is cut, expenditures are cut to balance the budget. Cooperatives control expenditures but they also work to increase revenues. The two need to be close enough so that all the bills can be paid but the perfect answer is not zero on the last day of the fiscal year. Some working capital needs to be developed if the cooperative organization is to continue to develop.

Librarians receive working capital for new programs from such sources as capital appropriations, new building funds, or grants. Librarians expend appropriated working capital for specific projects. Money is received and then spent. Managers of cooperatives generate working capital from excess revenues or from grants and similar sources. In essence, without spending the entire paper on this point, libraries are parts of institutions, cooperatives are businesses. This difference between institutions and businesses is little recognized and may be debated at this Conference but it is the premise basic to the remainder of this paper. It is the lesson often learned too late in the life cycle of a library cooperative.

The Development of a Bureaucracy

There is a tendency in the development of a library cooperative to mirror the constraints that are imposed on libraries. Some of these constraints such as the development of personnel policies, regularization of reporting of federal withholding tax, or the consistency in form and style of outgoing correspondence are parallel with libraries and certainly make sense. Some of the constraints such as contesting certain unemployment claims by former staff members not actually due benefits or designing a comprehensive cash management system both make sense and may be outside the realm of daily experience of many library administrators. The adoption without examination of bureaucratic constraints common in libraries – such as the requirement to spend all funds available in a fiscal year, the filling of personnel positions because they will be "frozen" if temporarily unfilled, or the use of a competitive bidding system which does not yield lower costs, have the potential of reducing both the usefulness and the life span of the cooperative.

Library cooperatives have the tendency to be governed so that they become defensive rather than offensive organizations. They have the tendency to be over-governed and under-managed. The tactics of defensive play and control make sense in a library organization which has as its only flexibility the ability to maximize the resources already provided to it. But cooperatives are not libraries. They can increase their income; they can control their expenses; they can take the risk of trying a new program based on the revenue that it might raise; they can borrow money; they can put in place constraints that make sense while forgoing the ones that might have been imposed from above. There is a risk in being a business. There are some strengths in being part of an institution. There is a large risk of failure, however, if the cooperative as a business takes on the institutional trappings that decrease the cooperative's capabilities to use the strength of a business to maneuver offensively.

If operated as aggressive businesses, particularly ones which have as a mission to support libraries, library cooperatives can be the best possible partner that a group of libraries could have. If operated within the constraints applicable to libraries, the cooperative will tend to either exist for a specific purpose and then disappear or just disappear.

Funding and Local Support

Funding always seems to be low, tight, non-existent, short, or cut in libraries. Appropriated funds are cut and expenditures are reduced to balance the budget. Librarians often turn to external funding to develop a program that is important to them. If the goal of the external funding is to make up the perpetual short fall, that goal should be stated and the funds should be gathered for an endowment. Such a purpose is laudatory if it is stated. If the development of a program is really to gain operating cash but if that goal is hidden in the terms of developing a new program, that program is a sham and is probably doomed to failure. If such a technique is used in a library, the program will probably fail but few expectations will be harmed. If such a technique is used in a library cooperative, however, the program will be a failure, but, because some people involved will not know that the real goal was to raise operating capital, the impact will be to weaken significantly the organization as a whole.

When a library or a library cooperative undertakes a program it should be for the real purpose of the stated goals. If the goal is to equip the cooperative headquarters with new furniture and a microcomputer, the program should state that fact. Such purchases should not be hidden in the budget under some guise of "administrative support."

To make the granting agency recognize that the organization is serious about the purposes of the program, a concentrated attempt should be made to add local funding to the effort. Local funding should take the form of real money. There are a number of forms of money. There is money counted for local support that would have been spent anyway such as the contribution of office space in an already existing building. There is money counted for local support that comes from selling a piece of one or more current staff members to the grant project. There is money that the local organization contributes out of its reserve fund.

The contribution of space, furniture, fixtures, or other physical things already in place is often useful but it does not show much local commitment for the effort. The granting agency staff wonders if this project, or even a part of it, would have been done if their money were not available. The answer is probably not. The contribution of a part of a staff member already employed might sound like more commitment but it has the potential to lead to an even worse scenario than the contribution of space and desks. At first that staff member is honored to be selected to be involved. In a library that feeling of honor would probably continue for the life of the project and at the end of the project that staff member would return to previous duties or, more likely, might be promoted based on the effort expended on the grant.

In a cooperative, particularly one which is under funded by its governing body, that selling of a part of a staff member as part of a grant effort has a different effect. If this is a first time occurrence, the scenario might be as it was in the library, but if the technique of providing a part of the staff as local support for grant programs continues, the staffs' attitudes will change. The range of attitudes might range from feeling like a mixture of a slave and prostitute to one of staff members' recognizing that they might do as well or better on their own as entrepreneurs.

Local support sounds simple. It is not. From a granting agency point of view the more commitment provided with funds that really exist and that might have been spent for another priority, the better. From the staff point of view, the more the organization can recognize their contributions in tangible ways, the better. Cash from the reserve fund dedicated to this new project is positive. The contribution of office space and a $20,000 current employee who singlehandedly accomplishes a program that produces $50,000 worth of overhead for the organization thus allowing it not to raise its membership dues for yet another year is disaster and, it is hoped, will not be funded. (For what it is worth, that number of $50,000 is much too low. In even a small cooperative, a more realistic figure is $500,000.)

The Promise to Continue

If programs are important, they might be begun with the working capital provided by outside funders but they should be continued with local money. That promise of continuation should be noted in the initial application. It is reasonable to note that the program will be continued only if it is successful but that promise to continue is essential in the initial planning of the program.

Many librarians and library cooperative administrators are afraid to ask their local organization or institution for money. It is easy to send a piece of paper, or several pounds of paper, to the state capital in which one requests a million dollars. It is more difficult to go to the person to whom one reports and say, "If you cannot find $5,000, I will not be able to have our organization do this or that." In that local environment there is the risk that the boss will say not only "no" but will decide, sometimes unilaterally, to cut out something the administrator wants to do so that the budget will be balanced.

Library cooperatives have the ability to raise income as well as cut expenditures. There is the same inherent danger that the governing board, particularly one which does not understand that the organization can raise new income, will choose to cut expenditures, making it impossible for the cooperative to develop the new programs necessary to fund itself in later years. There are dangers in asking for local money; without it, outside funders will look askance at the initial request. Local real money to begin a part of the program and local real money, guaranteed in the beginning, are keys to receiving grant funds. They do not come without pitfalls.

Future Maintenance of the Effort

It is one thing to develop a new program, it is a second thing to continue its development for several years, and it is a far different third thing to provide the routine maintenance after development. There are too many one-time union lists, union catalogs, story telling programs, homework hotlines and the like. Funders of all types want to know that the program they are providing is important to the organization, that it will be continued throughout its development, and that it will be continued into the future. While that continuation is important to all parties involved, the outside funder does not want to pay for it. Maintenance is a good way for the receiving organization to demonstrate that new money will be dedicated to what it perceives to be an important project in the future.

Outside funding agencies have good memories. They remember the organization that funds what should be local support out of hidden overhead. They remember the organization which promises to continue if the program is a success and then immediately drops something that requires local maintenance money.

Funding agencies have had enough bad experiences that they have gotten more sophisticated, methodical, or perhaps harsh, in evaluating proposals that they receive. These funding agencies look for straight forward statements that say words like, "We the organization promise to continue this project after the funding support and we will put $10,000 from our reserve fund toward its maintenance"; or "We the organization are so committed to this project that we will begin it with a $5,000 transfer from our new operating budget." The funding agency needs to know that the program is important to the organization, that it will be continued after the end of the grant period, that it has been approved by all the layers of the appropriate requesting bureaucracy, and that it, the funding agency, is not being ripped-off for operating capital disguised as a new program.

The requesting agency needs to know what risks are inherent in the promises and conditions that it is making in requesting this money. Is it making the staff feel honored or enslaved? Is it promising to maintain something in the future to which its parent institution has not agreed? Does the program make sense within the mission of the requesting organization?

Building on Strength and on Mission

In the past few years a number of funding agencies have received a myriad of requests for what is now known as "the microcomputer in search of a job." Too many organizations know what money or equipment outcome they want and then apply for any and all opportunities that might be able to provide that desired outcome, no matter what the purpose of the funding program.

Long term success in providing organizational support through a mix of funding sources including external grant income is based on building on the strengths and missions of the requesting organization. If a library cooperative has the sole mission of supporting interlibrary loan and if its members want to enhance interlibrary loan opportunities, they could well request money for a system of microcomputers to facilitate message transmission among the members. It would be a little questionable to request the same amount of money for a system of microcomputers to do local cataloging and then use those machines for electronic mail as well just because the funding agency was interested in cataloging and not resource sharing. It would be quite questionable to request the same amount of money for microcomputer training and then use the machines that were purchased as a by-product to support interlibrary loans. It would be outrageous to ask for money to put microcomputers in public areas for user education and then divert those machines to support interlibrary loan.

Too many libraries and cooperatives attempt to take their plan and fit it to the goals of the funding organizations. Too many receivers of outside funding take the opportunity presented by a granting agency and write what the agency wants to hear no matter what relationship it may have to the actual plan that the organization wants to fund.

Funding agencies want the requester to build on strengths and mission. Funding agencies want the plan to be successful or to take a reasonable risk to try to do something that could not be attempted with the requester's own resources. Plans that fit the goals of the funder and fall within the strengths and mission of the requester have a much higher degree of success than other efforts. Plans which are outside the scope of interest or capability of the requester are dangerous if funded and run a lower chance of receiving money.

Building for the Future

The 1980s offer smaller organizations the opportunities to develop and operate programs that might have been limited to the largest and best funded cooperatives or libraries a decade ago. The microcomputer, the laser disk, the development of alternative telecommunications strategies, to name a few, have brought significant sharing and communications potentials to the smallest organization. While exciting, this environment is not without the risk of dead ends, obsolescence, and error.

Funders want exciting, innovative, useful, well conceived, maintainable programs that are important to the requester. Many external funders are willing to provide the venture capital that cooperatives and libraries require but they would be happier if some assurance can be given that the planners have tried to minimize the risk of obsolescence.

Funding agencies are looking for something new that will probably work, that will last and that really is important to the requesting group. Technological advances of the past six months have made it possible for the smallest, most rural and scattered multitype library organization to provide useful networking services that a year ago most would have said were not possible.

What will minimize the risks as much as possible is to note to the funder that the organization has both investigated the work that has come before this request and that it will follow any and all published national standards available in the area in which it will be working. Such published standards minimize the risk that the program will become extinct early in its life cycle. No program funded by any source will last forever but the statement that national standards will be followed shows an understanding of the environment while minimizing the risk of non-continuation.

Conclusions

There is risk in asking for and in receiving funding outside normal support. There is the risk to the requester that the funder will say no. There is the risk that the project will fail. There are the risks of unpredictable changes in the environment. There is the risk that the parent organization will take an equal amount of funding away from the requester.

There are problems in requesting funds. There is the problem of asking the parent organization for permission and for partial funding. There is the problem of causing staff disruption. There is the problem of actually receiving funding when the request was either not properly approved within the organization or when the request is actually for something outside the capabilities or mission of the requester.

There are also opportunities for the cooperative or the library to make some new creative enhancement to a current logical new program. There is the opportunity to use the venture capital to help change the old mission to fit a new environment. There is the possible advantage of moving forward.

Requesting money in a cooperative or in a library is a risky opportunity. It may make the organization or it may break it. Things will not be the same afterward. If an organization starts with local, real money; if it builds on a current strength or mission; if it is realistic in its promises; if it organizes itself to take advantage of the opportunities provided by the funding, then the effort is probably worth the risk. If the organization exists to do everything without local money, the organization should reconsider its reasons for existing, rather than asking for yet more funding from outside sources.

Multitype Library Networking:
A Bibliography

Prepared for
The California Conference on Networking

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This selected list attempts to provide an historical perspective on multitype library development as well as a review of its current status. However, no item is included for historical value alone. In each case items with an historical bent were chosen for their usefulness in establishing and managing multitypes today. State of the art articles are cited which refer to and describe a series of important works, thereby saving the time of busy information seekers while providing references for future exploration when time is more abundant.

Five conference proceedings are noted, each of which has become a classic in its own right. Some references are made to works that deal with a single type of library, but only where there is important information covered on that type's role in the network.

Among organizations, the National Commission on Library and Information Science, the Multitype Library Cooperation Section within the Association of Specialized and Cooperative Library Agencies (an ALA division), and the Special Libraries Association have played active roles in multitype development, as illustrated through the listings here. Finally, the journal *Resource Sharing and Information Networks* (a Haworth publication), is included, since it carries articles on multitypes in each issue and is not only a good source for current data, but also an outlet for information on your multitype activities that would be important to share with others.

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CALIFORNIA:

PARAMETERS FOR NETWORKING

Background

California has a proud history of collective professional planning for interlibrary cooperation. Indeed, the genesis of the cooperative library system movement can be found in *Public Library Service Standards for California*, developed at a "Standards Workshop" held in Sacramento March 28 - April 2, and continued in Los Angeles May 22-23, 1953. This document directly influenced the American Library Association's landmark work *Public Library Service: A Guide to Evaluation, with Minimum Standards*, 1956, and through it, all succeeding cooperative library developments in the state and nation.

The most significant results have been achieved after careful research and intense professional dialogue leading to broad consensus. Thus, the "General Report and Recommendations" of the California Public Library Commission, 1959, and *A Master Plan for Public Libraries in California*, developed and adopted by the California Library Association in 1962, led to passage of the Public Library Services Act of 1963.

To further the development of public library systems established under this act, the State Library commissioned a study by Dr. Lowell Martin and Roberta Bowler, *Public Library Service Equal to the Challenge of California*, 1965. In 1967 CLA adopted a new *Master Plan for the Development of Public Library Service in the State of California*. Public libraries were the focus of both plans, although the latter does contain a section on school, academic and institutional libraries.

In 1966 Title III was added to the federal Library Services and Construction Act, providing seed monies for "the systematic and effective coordination of the resources of school, public, academic, and special libraries and information centers for improved service of a supplementary nature to the special clientele served by each type of library." The following year the State Library commissioned a preliminary study by Dr. Raynard C. Swank of resources available in all types of libraries and possible approaches to their coordination.

A seminar on "Library Systems for the 1970s" was held in Yosemite Valley November 2-6, 1969. Participants included representatives of various types of libraries and the major library associations. Out of it came a *Master Plan for Total Library Services*. This general statement was replaced in 1971 by *The California Library Network: A Master Plan*. The latter gave rise the next year to major, but unsuccessful, legislative initiatives for both systems and networks.

By 1975 the plight of the seriously underfunded public library systems led the State Library to commission a study by Peat, Marwick, Mitchell & Co. The PMM report was reviewed at a Library Planning Institute held in San Francisco June 23-27, 1975. The report and institute sowed the seeds of the California Library Services Act of 1977, the current source of funds for public library systems.

The first formal multitype library network, Total Information Exchange (TIE), was established in South-Central California in 1968 with an LSCA Title III grant. TIE is closely associated with the Black Gold Cooperative Library System. Networks of academic, special and school libraries have since developed around other public library systems.

Issues of scope, structure and funding abound. Libraries in all regions of the State desire ultimate access to the major research collections, while acknowledging that these collections may be overwhelmed. There is growing awareness of the need to coordinate collection management for maximum resource development in the State.

In 1982 there appeared a truly ecumenical document entitled *California Libraries in the 1980s: Strategies for Service*. The product of much deliberation by all segments of the greater library community, it calls for, among other objectives, expansion of cooperation among all types of libraries in the State, and encouragement of legislation affecting multitype library cooperatives.

California
Library Resources and Resource Sharing: An Overview

Prepared for
The California Conference on Networking

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Introduction

This overview is intended to provide conference participants with some idea of the structure and scope of cooperation among California libraries, and the extent of their resources. It is drawn from published or volunteered reports and brief discussions, and is definitely not presented as an exhaustive, comprehensive survey.

Frequently no data are available (e.g., the number of libraries in a certain network). Where data are available, there is some overlap because they come from different sources. Nevertheless, the data do reflect realistic levels of activity and resources.

Undoubtedly many worthy activities are not included. Since coordinated collection development is a particular concern, I would have welcomed information beyond the brief coverage in *Section P.* below. However, the reality may be that there is not much more going on

People not familiar with the California library scene often ask for a description of "the state's library system," assuming that there is a central authority that is responsible for library service in the state. There is none.

To be sure, the University of California and the California State University systems have central coordination of certain, but not all, library activities. Some activities of cooperative public library systems are coordinated at the state level, because that is a condition of their accepting state funds. Every other segment in the library community (including the individual public libraries that comprise the systems) is completely locally governed, and those libraries work together with other libraries only on a voluntary basis.

The State Librarian has explicit authority only over the services of the State Library itself. Outside that, his role is one of encouragement and assistance, more fully described in *Section Q.* below.

The first section below, "A brief look at what has gone before," reviews resource-sharing up to the present. The remaining parts look at today's scene.

A. A brief look at what has gone before

There has always been some cooperative, resource-sharing activity among libraries. Most of it has been ad hoc, frequently based on a local initiative to form a local group of people with similar interests. Typically such a group will have an occasional lunch or dinner meeting, perhaps with a program or speaker. A union list of periodicals is a common product of such local groups. Such efforts will wax and wane with the dedication of the individuals involved. Special libraries (including law and medical libraries) are often involved in such efforts, perhaps because the limited nature of their staffs and collections makes them relatively dependent on larger, more general libraries.

Libraries that have some central coordinating office in place have been more successful in institutionalizing resource sharing. As mentioned earlier, two such segments are the library systems of the University of California and the California State University.

Within the California public library segment, cooperation was usually based on formal contracts between jurisdictions, to enable their residents to use each other's libraries. A few of those contracts remain.

The modern era of public library cooperation began in 1960. Several of the public libraries in today's North Bay Cooperative Library System received from the State Library a grant of federal funds from what is now the Library Services and Construction Act (LSCA). The grant supported resource-sharing, including interlibrary loan, reference referral, and other programs.

The North Bay experience contributed to the state's 1963 Public Library Services Act (PLSA), which promoted creation of cooperative public library systems statewide and provided support for their resource-sharing programs. The state support soon proved to be inadequate, and the State Library awarded LSCA to the systems on an ad hoc basis to supplement PLSA. In 1977 PLSA was succeeded by the California Library Services Act (CLSA), which provides the principal funding for the 15 regional public library systems described below. CLSA appropriations have been substantially more than those under PLSA.

Throughout this time, the California Library Association worked in support of cooperation and networking. Its published position papers and legislative network were vital in gaining legislative support for cooperative activity.

In 1966 LSCA was amended to provide for multitype cooperation, and it assisted several multitype networks into being. As might be expected, these networks were generally co-extensive with the regional public library systems. This ad hoc LSCA support enabled public library systems to share materials, reference services and training with those networks, as well as provide some administrative support for them. Much of the LSCA so used was from funds earmarked for improving public library services, which in this case was accomplished by helping public libraries gain access to the resources of other types of libraries. Very few had member contributions.

In the late 1970s a combination of two factors changed the support for multitype networks. One factor was CLSA. It significantly increased the level of state support for public library systems beyond that of PLSA. That in turn decreased the systems' dependence on the LSCA funding for multitype networks.

The other factor was LSCA itself. The need for LSCA funds was growing both because of inflation in existing LSCA-supported programs not involving networks, and because of the changing needs of California's population. However, Congress was not increasing LSCA appropriations. Since CLSA now gave public library systems a stable, minimum level of support, those systems were no longer as dependent on LSCA-supported multitype activity. LSCA funds to improve public library services could now be redirected to other needs. When this LSCA support for multitype activity was withdrawn, many of the networks began to collapse. For the current state of networks, see C. below.

B. Cooperative public library systems

There are 15 regional cooperative public library systems, existing as independent local entities by agreement among their member jurisdictions. ***Appendix 1*** lists them. Most are organized under the Joint Exercise of Powers statute (see the Conference paper, "Options for multitype cooperation under California law"). Most of their funding comes from CLSA funds (see also *Section S.* below), cash contributions from members, in-kind contributions, and some LSCA.

CLSA funding requires that systems:

1. let each other's residents use all members' services ("Equal Access");
2. provide interlibrary loan among themselves;
3. provide reference referral and training;
4. provide communication and delivery between members.

State funds are given each system by formula for those programs.

CLSA also requires each be governed by an administrative council comprised of the directors of each member library, and have a system advisory board (SAB) of jurisdictional representatives. At present each system has an administrative staff that includes a system coordinator (sometimes titled "system director") and others, e.g., account clerks. Since CLSA has not yet funded system administration (except for SAB's), LSCA funding is used. That LSCA funding is scheduled to end in 1987/88. Systems frequently have CLSA- or locally-funded program staff as well, such as a reference coordinators or delivery drivers.

Although CLSA authorizes statewide communications and delivery between systems, that has not yet been funded. Several of the cooperative systems in Northern California have responded to that challenge by contracting with United Parcel Service to send materials between their systems, with a drop-off point in each system's area that connects with each system's internal delivery program.

Systems also provide other programs. Some operate locally-funded shared circulation systems (Peninsula Library System, San Joaquin Valley Library System, and some members of North Bay and of Santiago systems). Some operate acquisitions or cataloging centers (Black Gold, North Bay). Systems also seek project funds from LSCA, NEH, etc., for other programs that improve services to the people in their areas. In other words, the regional systems provide a statewide environment for cooperative activity.

C. Multitype networks

Section A., above, provides some background on the rise of multitype networks. Almost all the multitype networks that continue are co-terminous with cooperative public library systems; they are listed in *Appendix 1.* At least one of them, the Central Association of Libraries, predates LSCA involvement. These networks typically provide for interlibrary loan (frequently piggybacking on existing library delivery systems) and staff training (particularly in reference and automation), and occasionally have reference referral services. Most of them have little member cash contribution and very limited service levels.

Other networks are more modest or sporadic. There is an occasional Los Angeles area higher education consortium which may include UCLA, USC, CalTech, and/or Cal State L.A., depending on the year and the interests of the institutions concerned. In Siskiyou County, just below the Oregon border, the county public library, county schools and the community college share an online catalog initially developed with LSCA assistance.

Beyond those, there are few current examples to point to.

There is little available data on levels of activity for all multitype networks in California. The information in this paper reflects the limitations of current State Library files on names of participating libraries, number of loans or referrals made, etc.

D. University of California libraries (U.C.)

The U.C. libraries maintain MELVYL, a statewide online union catalog with 1.6 million recent titles from all nine campuses, served by a statewide packet-switched telecommunications network. U.C. also maintains CALLS, the California Academic Libraries List of Serials (520,000 titles from U.C., C.S.U., Stanford and the University of Southern California). CALLS is available on MELVYL, and in an annual microfiche edition. U.C. operates two regional storage facilities (Northern California in use, Southern California about to begin construction) which contain older materials from all campuses and a few non-U.C. libraries.

U.C. libraries lend 20,000 items to each other annually, and provide a like number of photocopies; they send 35,000 loans and 83,000 photocopies to other libraries. They participate in all local multitype networks, and in addition belong to other local and regional networks such as CALINET (UCLA, USC, CalTech); PACFORNET (Pacific Coast Forest Research Information Network); San Francisco Consortium (fostering interinstitutional and community cooperation on urban problems); or the U.S. Dept. of Agriculture Documents Delivery Service.

Statewide library coordination is provided by the President's office.

E. California State University libraries (C.S.U.)

C.S.U. operates a regional intrasystem lending and borrowing service that links its 19 campuses with each other and with the U.C. Berkeley and U.C.L.A. libraries. Almost all C.S.U. libraries also participate in the local multitype networks. Statewide coordination is provided from the Chancellor's office.

F. Private academic libraries

The 50 members of Cal-PALS, California Private Academic Libraries, are a Council of the Association of Independent California Colleges and Universities (AICCU). Cal-PALS focuses on sharing resources, services and information about its members, and on providing a collective voice in statewide cooperative efforts. Current projects include: assessing the appropriateness of a possible joint retrospective conversion project, and producing a directory of distinguished research collections among the members. Most belong to local multitype networks.

G. Community College libraries

The 70 community college districts operate 107 libraries. The libraries within each district are loosely coordinated by the district administration, but there is no regional or state-level coordination. Cooperation among the libraries is informal, through voluntary membership in various associations. Most community college libraries belong to local multitype networks.

H. Law libraries

Law libraries' basic collections tend to be much alike, since the same core body of statutes, court reports, etc. is needed by all of them. Informal networks that include the major academic and county (public) law libraries, as well as law firm and government agency libraries, readily provide almost all additional materials needed for normal legal research. As a result, conventional interlibrary mechanisms are used infrequently. The Southern California and Northern California chapters of the American Association of Law Libraries provide a foundation for such informal cooperation. Both publish union lists of serials, and sponsor training events.

Many law libraries actively participate in local multitype networks.

I. Medical libraries

The federal Medical Library Assistance Act (MLAA) supports the work of the Pacific Southwest Regional Medical Library Service (PSMRLS), headquartered at U.C.L.A. Within the medical library community itself, the MLAA program has a sophisticated interlibrary loan component that uses a hierarchical structure to manage ILL requests. About 235 California, Arizona and Nevada medical libraries are included in their union lists of serials, and many use OnTyme electronic mail for ILL and administrative messages. As with other special libraries, there are extensive programs of continuing education, exchanges of duplicates, and directories.

The federally-funded California Area Health Education Center (AHEC) focuses on improving service to health professionals in rural areas. Besides helping to establish medical libraries and improve them, it has funded union list development and formation of cooperative groups of medical libraries throughout the state.

Medical libraries, as with special libraries in general, participate in regional multitype groups. PSMRLS encourages the medical libraries in its region to work with libraries of other types. It has trained public librarians in the use of key health resources and has been active in various state-level multitype planning activities.

J. School libraries

Cooperation between school and academic libraries enables advanced placement students to use academic libraries. Local public libraries coordinate their school visitations with school library personnel when possible, but the initiative usually comes from the public library. Similarly, public libraries may ask school librarians to assist with outreach programs that involve school populations. School library personnel also arrange for school district contacts with museums for the loan of special materials to support the curriculum.

Many areas of the state have informal associations of school and media librarians. Many belong to the statewide association, the California Media and Library Educators Association (CMLEA), but there is no state-level coordination of public or private school library service.

Although many libraries in individual schools, school districts and county school offices nominally belong to regional networks, few have been active participants. One reason is personnel: many school libraries have no staff beyond the occasional parent volunteer; some have a single professional or a part-time paraprofessional. The other is a lack of awareness and understanding of the potential of multitype networking.

K. Special libraries

Special libraries serve their parent government agencies, companies and firms, nonprofit corporations, residential institutions, hospitals, etc., or are highly specialized libraries within larger libraries. Many belong to one of the five California chapters of the national Special Libraries Association (S. L. A.).

Because special libraries typically have highly focussed collections, and space and budgets within the parent organization are frequently very limited, they are greatly dependent on other libraries. As a result, special libraries normally are active participants in union lists of serials such as CULP, resource directories, and exchanges of duplicates. The S. L. A. chapters often issue directories of individual members and their libraries. However, because many special librarians are from one- or two-person libraries, it is sometimes difficult for them to actively participate in meetings.

Their continuing education programs are typically offered to and attended by librarians from all types of libraries.

L. The Cooperative Library Agency for Systems and Services (CLASS)

CLASS represents the Research Libraries Information Network (RLIN) in the West. The RLIN database includes 14.5 million monograph records (almost 9 million titles), 1.6 million serials records, and records of 0.5 million recordings and 100,000 music scores. RLIN is used by 203 California libraries.

CLASS also maintains the California Union List of Periodicals (CULP), whose 753 contributors (largely public, community college and special libraries) provide 69,000 titles (400,000 holdings statements). In 1984/85, LSCA provided $350,000 toward maintenance of CULP and distribution of a microfiche edition. CULP is also available online nationally through BRS, but the few hundred dial-up users are largely non-Californians. A recent study recommends combining CULP and CALLS (maintained by the University of California), but no decision has yet been made.

Other services include brokering OnTyme electronic mail service, BRS, Dialog and Wilsonline; providing microcomputers and software at discount; and providing training events and publications.

CLASS produced a statewide microfiche finding list, CATALIST, that included 1.5% Spanish-language records and 6.5% other non-English records. In its final edition (1984), CATALIST IV includes 6,887,000 records from 107 public libraries and 18 other libraries. CATALIST is succeeded by the CLSA database now on OCLC (see *Section S.* below).

CLASS is organized as a Joint Exercise of Powers agency under California law. It is governed by a six-member board representing the library concerns of U. C., C. S. U., community colleges (through a community college district), the State Department of Education (through the State Library), and a county and a city (the last two through their respective public libraries). Representatives of privately-funded member libraries also participate in decision-making.

There are 566 members, including 103 academic libraries, 98 public libraries, 45 community college libraries, 313 special libraries and 7 state libraries. The fact that 459 members are California libraries is a reminder that it was originally formed to promote resource sharing among California libraries.

M. The Online Cooperative Library Center, Inc. (OCLC)

OCLC has a database of 12 million records (200 million holding statements). It is used by 246 California libraries, including 63 four-year academic libraries, 36 community colleges, 69 public libraries (directly or indirectly), 48 special libraries, plus law, medical, federal and graduate library school libraries, cooperative public library systems, and a school library. Most users are OCLC members, but some use it only for access to interlibrary loans, subject searches and other resource-sharing activities. The number of public libraries with such access is expected to increase substantially with the CLSA database program referred to in *Section S.* below.

OCLC activities in California have included a successful interlibrary loan network of academic and public libraries, and currently include an online union list of serials showing the specific holdings of the members of the Metropolitan Cooperative Library System, a public library system.

N. Hispanic Information Exchange (HISPANEX)

HISPANEX, formerly the California Spanish Language Database, has 60,000 records. They are primarily from California public libraries, but also include the UCLA Chicano Resource Center and the Sutro Library Mexican history materials. Some of the records are available on RLIN.

HISPANEX has been funded through LSCA, and is now in the process of seeking subscriber support to replace the federal subsidy.

O. Asian Shared Information & Acquisitions (ASIA)

ASIA is a unique cooperative acquisitions and cataloging program administered by the South State Cooperative Library System with a mix of LSCA and service fees. In ASIA's four years, 4,000 Chinese, Japanese, Korean and Vietnamese adult and children's titles (67,700 volumes) have been acquired, cataloged in their own languages, and entered in RLIN. There are 30 subscribers; 29 are public libraries, mostly in Southern California, plus one community college.

P. Coordinated collection development

There are several current examples. About 3% (approximately $600,000) of the U.C. libraries' total annual book budget is reserved for the purchase of single copies of expensive materials to be shared by all nine campuses. In addition, Stanford and U.C. Berkeley coordinate their own big-ticket purchases.

The Southern California Association of Law Libraries has a committee of directors of its larger libraries, which considers significant or costly new titles to ensure that at least one copy is purchased and available in the region.

Several of the health sciences library consortia in the PSMRLS region are involved in cooperative collection development. The ten resource libraries in the region identified serial titles that were held by only one of them, and agreed to notify the others before dropping subscriptions to those unique titles.

Veterans Administration medical center libraries in Northern California and Nevada have a similar "holder of record journals system." Even though a given title may not be needed locally for the long term, the designated library binds and retains it for use by the consortium. These VA libraries also cooperatively select new titles which will then be available to the libraries as a group.

Cooperative public library systems also foster cooperative collection development. The North Bay Cooperative Library System is approaching the end of a cooperative collection development project. Among project objectives are:

1. to increase the number of unique titles in the NBC area;
2. to increase user-centered materials selection;
3. to build on existing subject strengths;
4. to provide alerts before discarding last copies.

Early indications show that project objectives are being met.

Another example is in the South Bay and the Peninsula Library Systems. Peninsula built on South Bay's cooperative art books purchase plan, in which members agreed to build to existing strengths; for example, in Eskimo art. There is some sense that this way of sharing the responsibility for high cost, high demand material is succeeding, but specific reporting is not yet in.

The final item in this section illustrates the environment in which coordinated collection development might take place. A recent study of nine Northern California research libraries found that one-third of all titles owned between them were held by only one of the nine libraries. As might be expected, the larger libraries owned larger proportions of the titles found in smaller libraries' collections, than the smaller libraries owned of each others' or the larger libraries' collections. Nevertheless, at least 23% of the titles owned by any one of the nine libraries surveyed was not owned by any other one of the nine. In other words, every library in the study had a substantial amount of material that might be of use to any other library. One conclusion that can be drawn is that with even slight coordination among the nine libraries, the number of unique titles available in the region could be significantly enhanced.

Q. The role of the California State Library in network development

Under California law, the State Library is generally responsible for assisting all state and local library authorities to assume their full responsibility for serving their users.

Until not too long ago the application of this responsibility was primarily to assist and encourage public libraries. Cooperative public library systems were added in the 1960s as mentioned earlier. Then with the enactment of Title III (Interlibrary Cooperation) of LSCA in 1966 came a greater awareness of the potential State Library role in bringing together libraries of all types.

The State Librarian's ability to carry out those responsibilities can be viewed in perspective by considering the resources available for that purpose. Those resources consist primarily of several staff consultants who provide encouragement and technical assistance; of sole authority for award of federal LSCA funds for public and institutional library services and for multitype services in California; and of responsibility for administering state CLSA funds for public library resource sharing.

The State Librarian has used the federal funds as described in various parts of this paper, and has in addition several times used LSCA to contract with outside consultants to study various aspects of library cooperation in the state. The State Library has also sponsored several conferences on networking and related issues.

Because he is responsible for administering the state-funded CLSA program, the State Librarian has the opportunity to encourage and assist cooperative public library systems develop services in coordination with other libraries in their regions.

The State Librarian's ex officio status also plays a major part. For example, at the request of several statewide organizations, the State Librarian recently organized the work that resulted in *Strategies for Service: California Libraries in the 1980s*, and he convened the successive meetings of the California Library Services Task Force. He is also asked to speak before groups representing a variety of concerns and types of library service.

R. The role of federal Library Services and Construction Act funds in network development

Previous sections have mentioned several of the uses of LSCA funds in California, and the responsibility of the State Librarian for deciding their use. Generally speaking, LSCA Titles I and III are the ones that are relevant to networking. Those Titles are intended to demonstrate projects of finite duration. Such demonstrations at some point will have to be picked up on the operational budgets of some stable funding source (normally local or state government). The federal funds so liberated can then be used to demonstrate other service programs. If the demonstrations are not picked up at that time, they do not continue.

Title III is specifically for promoting resource sharing and, as a corollary, may not be used for purchase of materials. Title III funds have been used to establish some of the multitype networks, and to support development of multitype databases. About $1 million in Title III funds is currently available in California.

Title I is specifically to promote improved public and institutional library services. Typical awards might be for establishing a library in a county lacking countywide free library service or in a state mental hospital, or to demonstrate a bookmobile outreach program in a neighborhood with large populations not fluent in English. As mentioned earlier, some awards of Title I have enhanced networking by enabling public library systems to better serve their own users by facilitating access to the resources of other libraries in their regions. Title I is currently funding about $5 million per year in service projects throughout California.

For many years there have been two Title I projects that all cooperative systems depend on to supplement their own regional programs. Those are BARC, the Bay Area Reference Center, in the San Francisco Public Library, and SCAN, the Southern California Answering Network, in the Los Angeles Public Library. Those third-level reference referral projects answer questions referred to them from the cooperative systems when the systems' own reference centers find them too difficult. BARC and SCAN also publish newsletters and sponsor training events.

Although Titles I and III have been recently zero-budgeted by the President, the Congress continues to include funds for them in the Education budget bill. Since the President does not have line-item veto power, he has accepted continuance of LSCA funding rather than veto the entire budget. At the time of writing this paper (July 1985) it appears those Titles will be funded for the coming year, and will be available to support California projects during the period October 1986-September 1987.

S. California Library Services Act (CLSA) programs

CLSA has been extensively mentioned in *Sections A* and *B* above, especially as regards support for many activities of cooperative public library systems. This section will cover the other aspects of CLSA.

In addition to Equal Access within a cooperative system, the Act supports Universal Borrowing, which enables every Californian to borrow from any participating library statewide. Most public libraries participate in Universal Borrowing. Equal Access and Universal Borrowing combined facilitate 12 million such crossboundary borrows annually. CLSA also underwrites the cost of public libraries borrowing from or lending to any library of any type, except those in for-profit entities. There are currently 360,000 such interlibrary loans annually, including those among members of a cooperative system.

The intrasystem reference referral programs answer 35,000 questions per year. The system communications program sends 500,000 messages, and delivers 4 million items within the system area.

CLSA also supports creation and maintenance of a statewide database of over 700,000 recent titles (3.3 million holding statements) from 150 of the state's 169 public libraries. The database was formerly included in CATALIST (see *L* above), and is currently available online through OCLC.

As mentioned earlier, CLSA's statewide communications and delivery program has not been funded. A state-level reference referral program is also authorized; it too has not been funded.

Another purpose of CLSA is to help public libraries improve service to traditionally underserved people in their service areas. Currently this CLSA program is funded at $3.5 million for the California Literacy Campaign, which assists local libraries in forming 48 community-based coalitions to tutor illiterate adults in English print and speech literacy.

CLSA is administered at the state level by the State Librarian, at the policy direction of the 13-member California Library Services Board (CLSB). The CLSB is comprised of representatives of different types of libraries and of users; its members are appointed by the Governor and the Legislature. The CLSB also advises the State Librarian on the use of federal LSCA funds.

APPENDIX 1

Cooperative Public Library Systems and Related Multitype Networks

Bay Area Library and Information System (BALIS)

- County area: Alameda, Contra Costa, San Francisco
- Public library members: 9
- Network: Bay Area Library and Information Network (BALIN). Includes public and non-public libraries.

Black Gold Cooperative Library System

- County area: San Luis Obispo, Santa Barbara, Ventura
- Public library members: 8
- Network: Total Interlibrary Exchange (TIE). 49 members including the 8 public libraries.

49-99 Cooperative Library System

- County area: Amador, Calaveras, Mariposa, Merced, Stanislaus, San Joaquin, Tuolumne
- Public library members: 7
- Network: Central Association of Libraries (CAL). 20 members including the 7 public libraries.

Inland Library System

- County area: Inyo, Riverside, San Bernardino
- Public library members: 13
- Network: San Bernardino-Inyo-Riverside Counties United Library Service (SIRCULS). 70 members, including the 13 public libraries.

Metropolitan Cooperative Library System (MCLS)

- County area: Los Angeles except for area served by South State.
- Public library members: 28
- Network: None.

Monterey Bay Area Cooperative Library System (MOBAC)

- County area: Monterey, Santa Cruz
- Public library members: 8
- Network (same): 6 non-public library affiliate members, plus 8 public libraries.

Mountain-Valley Library System (MVLS)

- County area: Alpine, El Dorado, Mono, Nevada, Placer, Sacramento, Sutter, Yolo, Yuba, plus Dixon Public Library (Solano County)
- Public library members: 13
- Network (same): 8 non-public library affiliate members, plus the 13 public libraries.

North Bay Cooperative Library System (NBC)

- County area: Lake, Marin, Mendocino, Napa, Solano (except for Dixon), Sonoma
- Public library members: 13
- Network (same): Includes additional 7 school, college, federal libraries in Joint Exercise of Powers agreement, with the 13 public libraries.

North State Cooperative Library System

- County area: Butte, Colusa, Del Norte, Glenn, Humboldt, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, Trinity
- Public library members: 13
- Network (same): 8 non-public library affiliate members, plus the 13 public libraries.

Peninsula Library System (PLS)

- County area: San Mateo
- Public library members: 8
- Network: PLUS-NET. 30 non-public library members, plus the 8 public libraries.

San Joaquin Valley Library System (SJVLS)

- County area: Fresno, Kern, Kings, Madera, Tulare
- Public library members: 8
- Network: Area Wide Library Network (AWLNET). Includes public and non-public libraries.

Santiago Library System

- County area: Orange
- Public library members: 10
- Network: None. (Former Libraries of Orange County Network (LOCNET), defunct.)

Serra Cooperative Library System

- County area: Imperial, San Diego
- Public library members: 13
- Network: San Diego Metro. Includes public and non-public libraries.

South Bay Cooperative Library System

- County area: San Benito, Santa Clara
- Public library members: 9
- Network: SouthNet. 101 libraries, including the 9 public libraries.

South State Cooperative Library System

- County area: Los Angeles except for area served by Metropolitan.
- Public library members: 2
- Network: None

Seven of California's 169 public libraries do not belong to cooperative systems.

APPENDIX 2

from *California Library Statistics 1985. (Sacramento, California State Library)*

State Summary of Library Statistics

Each year the State Library sends annual report forms to California's academic, public, special, state agency and county law libraries. Statistical data from those reports are tabulated in this publication, with directory listings published in the companion volume, *California Library Directory*. Although the statistics program and these publications are promoted as widely as we can, participation for most is voluntary (public libraries are required by the Education Code to report annually to the State Librarian) and some choose not to do so. This makes the state summary less than complete. Libraries failing to return the report form two years in a row are dropped from the free publications distribution list. At present, no state agency collects data on school libraries, K-12.

For fiscal year 1983-1984 we have reports from 971 libraries. However, we estimate there are at least 1,200 libraries, exclusive of school libraries, in operation in the state.

Type of library	Total reporting	Total estimated
Academic	178	185
Public	169	169
Special	456	668
State agency	110	120
County law	58	58
Total	971	1,200

Data for public libraries are 95% complete, with all 169 libraries reporting at least partially. Among academic libraries, data for the two state systems, University of California and California State University, are also substantially complete. Community college and private academic library data are much less complete, reducing the academic library category as a whole to a level of approximately 80% completeness. Data for special and state agency libraries is less complete, in proportion to the extent to which they report to the State Library.

State Summary of Library Statistics

SUMMARY Fiscal year State pop. Jan. 1 Type of library	Total operating expend.	Salaries	Library materials	Staff FTE	Total volumes	Circulation	ILL borrow	ILL lent	Reference
		– In thousands –		– In units –			– In thousands –		
1980 - 1981									
22,911,000									
Public libraries	222,386	145,187	30,448	9,010.03	46,843	119,279	279	227	29,943
Academic libraries	184,715	118,693	48,457	4,140.14•	42,703	21,573	168	254	3,693
Special libraries	24,792	14,314	7,584	1,488.44	9,773	4,333	164	119	803
State agency libraries	10,432	5,851	1,340	326.44	1,065	1,088	16	45	162
County law libraries	7,143	3,252	2,720	174.89	1,950	186	1	1	134
STATE TOTAL	449,470	287,299	90,551	15,139.94	102,337	146,461	630	647	34,737
1981 - 1982									
24,423,100									
Public libraries	243,518	159,232	35,491	8,754.05	48,195	121,340	298	241	32,146
Academic libraries	207,367	136,555	51,258	6,541.02	43,942	21,857	153	291	4,268
Special libraries	31,234	17,297	10,721	1,584.89	9,189	4,378	165	107	744
State agency libraries	9,708	5,526	1,277	356.83	1,028	1,022	11	44	158
County law libraries	7,798	3,673	3,085	187.01	2,068	181	1	1	154
STATE TOTAL	499,627	322,285	101,834	17,423.80	104,423	148,780	629	685	37,472
1982 - 1983									
24,959,000									
Public libraries	302,071	191,284	42,677	8,447.03	49,722	125,107	271	240	32,582
Academic libraries	210,494	136,895	55,250	5,400.85	45,657	24,438	155	275	4,254
Special libraries	37,311	19,987	12,055	1,647.91	10,065	4,782	200	124	859
State agency libraries	10,686	5,707	1,320	290.00	1,052	1,032	33	40	197
County law libraries	9,255	4,133	3,840	204.22	2,258	208			
STATE TOTAL	569,817	358,006	115,142	15,990.01	108,754	155,567	659	679	37,892
1983 - 1984									
25,415,300									
Public libraries	300,273	187,812	37,929	8,609.01	51,354	124,136	255	242	35,528
Academic libraries	213,987	135,881	57,439	5,141.59	46,022	21,509	156	266	4,008
Special libraries	39,152	21,070	13,006	1,643.61	10,277	4,532	169	155	911
State agency libraries	11,360	6,406	1,447	338.75	1,635	985	15	46	217
County law libraries	10,420	4,804	4,306	191.94	2,316				
STATE TOTAL	575,192	355,973	114,127	15,924.90	111,604	151,162	595	709	40,664

APPENDIX 3

Glossary of initialisms and selected technical terms used.

(Note: references are either to sections of the paper, or to other entries in the glossary.)

- **AHEC:** federally-funded California Area Health Education Center (see **K**)
- **AICCU:** Association of Independent California Colleges and Universities (see **F**)
- **ASIA:** Asian Information & Acquisitions (see **O**)
- **AWLNET:** Area-wide Library Network (see **Appendix 1**)
- **BALIS:** Bay Area Library and Information Service (see **Appendix 1**)
- **BARC:** Bay Area Reference Center, in the San Francisco Public Library (see **R**)
- **Batch:** see Online
- **Black Gold:** see **Appendix 1**
- **BRS:** Bibliographic Retrieval Service, an online service offering access to a number of automated databases.
- **California Library Services Task Force** (see **Q**)
- **California Literacy Campaign:** see **S**
- **CALINET:** network comprised of UCLA, USC, CalTech (see **C**, **D**)
- **CALLS:** the California Academic Libraries List of Serials (see **D**)
- **Cal-PALS:** California Private Academic Libraries (see **F**)
- **CATALIST:** California Title and Author List (see **L**)
- **CLASS:** the Cooperative Library Agency for Systems and Services (see **L**)
- **CLSA:** (state) California Library Services Act (see **A**, **B**, **S**)
- **CLSB:** California Library Services Board (see **S**)
- **CLA:** California Library Association, a statewide membership organization promoting library service (see **A**)
- **CMLEA:** California Media and Library Educators Association (see **I**)

- **County law library:** publicly-funded law libraries in each county, open to the bench, bar and general public (see **H**)
- **C.S.U.:** California State University (formerly California State University and Colleges, C.S.U.C.) (see **E**)
- **CULP:** California Union List of Periodicals (see **L**)
- **Database:** as commonly used in a resource-sharing context, a group or groups ("files") of automated records or other information stored in a computer or in a form that computers can use.
- **DIALOG:** similar to **BRS**
- **Equal Access:** making services of all public libraries in a region available to all their residents. Frequently thought of as over-the-counter borrowing within a region. (see **B**)
- **49-99:** see **Appendix 1**
- **HISPANEX:** Hispanic Information Exchange (see **N**)
- **Holding statement:** an indicator that a particular library owns a particular title. In shared databases, frequently a record will have appended to it the symbols of all the libraries owning the title represented by the record; the cumulated number of all such symbols for all the records gives the number of holding statements in the database.
- **ILL:** Interlibrary loan, the lending of a book, etc., by one library to another in response to a user's request.
- **Inland:** see **Appendix 1**
- **LOCNET:** Libraries of Orange County Network (see **Appendix 1**)
- **LSCA:** (federal) Library Services and Construction Act (see **A**, **B**, **Q**)
- **MCLS:** Metropolitan Cooperative Library System (see **Appendix 1**)
- **MELVYL:** see **D**
- **MLAA:** (federal) Medical Library Assistance Act (see **K**)
- **MOBAC:** see **Appendix 1**
- **Multitype:** comprised of libraries of different types (e.g., including academic libraries, special libraries and public libraries (see **C**)
- **MVLS:** Mountain-Valley Library System (see **Appendix 1**)

- **NBC:** North Bay Cooperative Library System (see **A**, **Appendix 1**)

- **NEH:** National Endowment for the Humanities, a federal grant program (see **B**)

- **Network:** frequently used as referring to a multitype organization of libraries. Also used to refer to the organization comprised of users of a shared online database.

- **North State:** see (**Appendix 1**)

- **O.C.L.C.:** the Online Cooperative Library Center, Inc. (see **M**)
- **Online:** use of computerized (automated) services in which the user's commands are instantly responded to by the computer. As distinguished from "batch", in which the commands from many users are saved, all run through the computer at some convenient time, and the results transmitted to the original requestor within a few hours or days.

- **OnTyme:** an electronic mail service (see **K**, **L**)

- **PACFORNET:** Pacific Coast Forest Research Information Network (see **D**)

- **PLS:** Peninsula Library System (see **Appendix 1**)

- **PLSA:** (state) Public Library Services Act of 1963 (see **A**)

- **PSMRLS:** Pacific Southwest Regional Medical Library Service (see **K**)

- **Record:** the collection of data that describes an item (analogous to a catalog card for a book or magazine) owned by a library, and frequently kept in an automated database. If in a database used by many libraries, a single record frequently shows all the different libraries that own the book or other item represented by the record. Because of the different ways shared databases are organized, sometimes "record" may mean a separate title, or it may be the much larger number of total number of libraries owning that title. Also used to indicate a phonograph record.

- **RLIN:** Research Libraries Information Network (see **L**)

- **SAB:** System Advisory Board (see **B**)

- **San Francisco Consortium:** see **D**

- **Santiago:** see **Appendix 1**

- **SCAN:** Southern California Answering Network, in the Los Angeles Public Library (see **R**)

- **Serial:** a publication issued in parts, presumably of long duration before completion (a newspaper, magazine, yearbook, etc.)

- **Serra:** see **Appendix 1**

- **SIRCULS:** San Bernardino-Inyo-Riverside Counties United Library Service (see **Appendix 1**)

- **SJVLS:** San Joaquin Valley Library System (see **Appendix 1**)

- **S.L.A.:** Special Libraries Association (see **J**)

- **South Bay:** see **Appendix 1**

- **SouthNet:** see **Appendix 1**

- **South State:** see **Appendix 1**

- **System:** in the context of California, frequently a Cooperative Public Library System (see **A**, **B**, **S**). Also may be used to refer to a group of jointly-administered libraries (e.g., the Los Angeles County Library System, comprising its many branches), or a particular automated program (e.g., an automated book check-out and inventory control system).

- **TBR:** Transaction-based reimbursement, the group of **CLSA** programs that subsidize Equal Access, Universal Borrowing, and Interlibrary Loan involving public libraries. So called because each such borrow or loan ("transaction") is reimbursed according to a formula (see **B**, **S**)

- **Title:** an individual book, serial, etc. Also the **record** (q.v.) of the title. Also a part of a statute (e.g., Title I of LSCA).

- **U.C.:** University of California libraries (see **D**)

- **Universal Borrowing:** state program to enable all Californians to borrow over-the-counter from any public library (see **R**)

- **WILSONLINE:** similar to **BRS**

Options for Multitype Library Cooperation Under California Law

Prepared for
The California Conference on Networking

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SCOPE

This paper briefly outlines the characteristics, advantages and disadvantages of the possible methods of organizing multitype library activity in California. It has been reviewed for general accuracy by staff counsel.

Possible factors considered include equity of governance, breadth of participation, ability to attract both member and external funds, ease of creation, and ability to access or create the services and resources that a multitype library network might need. Under each type of organization are mentioned only the most significant of those factors to be aware of; factors not mentioned can be assumed to be satisfactory.

A brief summary of the ability of each type of library to enter into multitype agreements follows. The paper concludes with other, more general considerations.

OPTIONS FOR MULTITYPE ORGANIZATION

1. Joint exercise of powers (Govt. Code secs. 6500-6578)

Characteristics: Any federal, state or local government entities in California or neighboring states may agree to exercise any power they have in common, and if desired, establish a separate agency for that purpose. A typical common power might be provision of library services. Examples of government entities so empowered would include a city or a county, a special district or school district, or certain departments of the state or federal government.

Advantages: Relatively easy to organize. Familiar to California state and local government.

Disadvantages: Signatories may only be government entities, not private ones (whether profit or non-profit). Private entity participants could have informal "associate" status, but no full legal member status.

2. Non-profit public benefit corporation (Corp. Code secs. 5110-6910)

Characteristics: Directors (and "members", if any) are persons, not organizations. A portion of directors can be *ex officio* from government agencies. Could provide for services from and for libraries of all types if the public benefit is clear, and if benefits to libraries in for-profit organizations would not raise questions about the reality of "non-profit corporation." Could be co-extensive with existing cooperative system areas and relate to them; be tailored to other defined regions; or be a single independent statewide entity. Libraries could contract for services from the corporation, participate in election of directors, etc.

Advantages: Enables all members to participate on equitable basis. Would qualify for tax-exempt status, charitable contributions, etc.

Disadvantages: Creates own organization structure and costs, including overhead of required meetings, corporate filings, member communications, etc. If significant State funds are sought, the Legislature may question funding of benefits for other than public entities.

3. Amendments to the California Library Services Act (Educ. Code secs. 18700-18766)

Characteristics: Could add provisions that would enable libraries of all types (including private sector) to participate equitably in defined programs, thus going beyond the present focus on improving service to the public at large through their public libraries and with governance only by public libraries.

Advantages: Builds on known, existing cooperative public library system structure. Could attract ongoing state funding if enacted.

Disadvantages: Because other types of libraries presumably are already funded through their parent organizations, the rationale for additional state funds to benefit their users may be difficult to explain to the Legislature and the Governor. Also, existing governing bodies of public library systems may take time to adjust to a different distribution of authority over programs.

4. New separate legislation for multitype activity

Characteristics: Would deal exclusively with multitype questions, as distinguished from CLSA which focuses on services to users of public libraries.

Advantages: Clean slate separation from other, existing structures. Could tailor to precise requirements.

Disadvantages: Same as disadvantages to amending the California Library Services Act (see 3. above). Also, would need to explain why separate, special legislation is needed, rather than simply amending CLSA.

5. Unincorporated association

Characteristics: Written agreement by all participants with one of them (the "fiscal agent"), who will be responsible for acting on their behalf for contracting, receiving and disbursing funds, or employing staff.

Advantages: Minimum of organization required.

Disadvantages: The association's programs are subject to the requirements of its fiscal agent, for example, the agent's hiring procedures. One member, the fiscal agent, is more equal than the others. May be difficult to organize if a mix of public and private entities.

6. Series of bilateral service agreements

Characteristics: Each library identifies the various services it needs (e.g., delivery; access to special collections), and independently arranges its own subscriptions, contracts, reciprocal privileges, etc., with whatever providers it wishes.

Advantages: Flexible, customized. Requires no special organization.

Disadvantages: Provides no consistent, predictable program for all libraries to gain needed services.

7. Request services from existing programs and libraries without formalities or compensation

Advantages: Little overhead to the requesting library. Doesn't threaten existing structures.

Disadvantages: No predictability of service. Inequitable relationships (i.e., potential for taking unfair advantage of providers).

ABILITY OF LIBRARIES TO ENTER INTO MULTITYPE AGREEMENTS

(Note: the following reflects discussions with administrators of the various types of libraries, and has not been reviewed by legal counsel.)

In most cases, libraries are organizationally not independent entities, but are rather a part of a larger organization. Normally it is only the parent organization that has the authority to enter into formal participation as a party to a multitype Joint Exercise of Powers agreement or a sponsor of a multitype non-profit corporation. That would also include entering into any obligation which might make the library or the parent organization liable for lawsuits against the multitype organization to which it was a party. It is also usually only the parent organization that has the authority to enter into obligations for real property.

On the other hand, it is usually at the library level (that is, the library director) that authority rests to become a member of an organization, if the only obligation is to pay dues or to pay for services received, but where no other potential liability attaches to the library.

Of course, some libraries are independent legal entities, such as county law libraries, governed by their local Board of Law Library Trustees, or the dozen public libraries that are legally organized as special districts, governed by their elected Boards of Trustees. Such libraries have no parent organization.

Following are the principal exceptions to the general framework above:

School libraries: In public schools, authority for membership may be at the school district level, not with the library or individual school principal. In private schools, it will likely be with the school board.

University of California: Rather than referring all of the more serious obligations to the President and the Board of Regents, the campus library director may have authority for some obligations that would create liability beyond dues or fees. Some, but not all, of other, more serious obligations can be undertaken by the Chancellor of the campus.

California State University: Rather than referring all of the more serious obligations to the Chancellor and the Board of Trustees, the President of the campus has the authority for some obligations that would create liability beyond dues or fees.

All other types of libraries generally fit the general framework. Ultimately, each library is responsible for verifying where the authority lies for any particular obligation it undertakes.

OTHER CONSIDERATIONS

In considering the options for multitype organization, keep in mind that different services may be best provided by different types of organization. For example, a document delivery service may be organized differently (and on different geographic lines) than a reference referral program.

Perhaps more important is the concern expressed in the following extract from *System service alternatives: a study for the Santiago Library System* (Sacramento, California State Library, 1982). (Please note that the specific examples reflect Santiago being a countywide organization, not a multi-county or statewide one.)

> "The central principle that underlies all cooperative activity [is] that activities are undertaken solely to improve libraries' capacity to meet the needs of the ultimate users of library and information services . . .
>
> "The word 'network' itself lends confusion . . . Most discussions of networking assume the existence of a separate network organization which is somehow linked to the [existing cooperative] public library system. Furthermore, a 'network' is generally considered to include only libraries, rather than a broader range of information providers . . .
>
> "[By abandoning those limitations, the focus then becomes] how best to tap into the full range of area information resources, including non-traditional resources such as county health departments, consumer advocacy groups [or] private individuals with special skills such as fluency in an uncommon language."

California
Libraries and Networking:
Report of a Survey

Prepared for
The California Conference on Networking

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This survey was performed for the California Conference on Networking. Its purpose was to:

1. Identify California libraries' current cooperative/network activities.
2. Identify priorities for network activities.

Respondents were presented with a list of network activities and services and asked to indicate for each item 1) whether their library currently participates in or uses it; 2) if so, how satisfied they are with it; and 3) regardless of current use, how important they believe the item to be. They were also asked to identify their priorities for network activities, and their opinion of the greatest benefits of and barriers to networking generally, and multitype networking specifically.

A network was defined as two or more libraries that are administratively unrelated and engage in cooperative activities, based on a formal agreement or an informal arrangement. This definition includes, for example, CLSA-funded systems, system-affiliated networks, bibliographic utilities, and contracts. It does **not** include libraries that belong to the same parent organization, e.g. UC campuses, or libraries within the same firm or school district.

SAMPLING METHOD

A random sample of libraries representing California public, academic, school, and special libraries were mailed questionnaires on June 13, 1985, with a response requested by June 28. The response rates were as follows:

	Questionnaires		**Response**
Type of Library	**Sent**	**Returned**	**Rate**
Public	169	123	73%
Academic	164	70	43
Special	118	41	35
School	119	26	22

The low response from special and school libraries appears to be due to two things: the difficulty identifying and reaching them, and their low involvement in networking. In addition to the usable responses counted above, refusals were received from seven special libraries and two school librarians, saying that they did not engage in and/or had no interest in networking. Undoubtedly others did not respond at all for the same reason. In addition, two special library questionnaires were returned with a note that the library was out of business or had moved out of California (these were subtracted from the number sent, above). This is a particular hazard with surveying special libraries, whose existence is more volatile than that of most other types of libraries. The lack of a single comprehensive list of school libraries made them difficult to identify and reach for this survey, a problem which was exacerbated by the need to perform the survey during the summer (which probably also affected the academic library response rate). **The conclusion, therefore, is that these results probably reflect the opinions of the libraries most actively involved in and/or supportive of networking.** The responses from special and especially school libraries may not be representative of those populations generally.

FINDINGS

Table 1 summarizes the questionnaire results by type of library. A few cautions:

- All respondents were asked to identify the services used or activities engaged in, and rate the importance of all items listed, but to indicate their satisfaction only with the items with which they had experience. However, many respondents also skipped the "importance" question for services not used. If libraries don't use services that they see as unimportant, the importance ratings are overstated.
- Many services were used by very few libraries, and so few answers were received to the "importance" and "satisfaction" questions. The number of responses to each of these questions is reported in Table 1.
- Because no attempt was made to adjust the size of the samples of the library types for their relative numbers within California, or to weight the responses received, it would be inappropriate to aggregate the responses received across type of library to draw conclusions about the California library community generally. The results are presented and should be interpreted by type of library.

CURRENT NETWORKING ACTIVITIES

Interlibrary loan is the most frequent networking activity, and supporting activities and services such as delivery and holdings information are also mentioned often. Interlibrary reference activities are also frequently reported, especially by public and academic libraries, followed by cataloging, shared collections, and training. Administrative functions such as automation and bulk contracts are low on the list. Shared storage and conservation activities are rarely reported.

The different types of libraries differ in the frequency with which they use and engage in the different activities and services. Public library respondents report an overall higher level of cooperative activity, with over 90 percent of them engaging in activities like interlibrary loan. Public libraries' responses show the influence of system membership and the universal borrowing program, with direct user access for reference and borrowing frequently reported. Public libraries also seem to be engaged in the widest range of networking activities. Academic libraries use networking mainly for resource sharing and cataloging. Special libraries engage primarily in those activities related to interlibrary loaning and borrowing; and school libraries in those concerned with cooperative collection development, revealing an emphasis on developing local resources rather than drawing on other libraries. School libraries report the lowest incidence of cooperative activity.

Table 2. Most Frequently Reported Networking Activities
(% = % of respondents reporting that they engage in this activity or use this service)

PUBLIC	%	ACADEMIC	%	SCHOOL	%	SPECIAL	%
ILL	97	ILL	86	Shared collections	31	ILL	76
Direct user reference	95	Direct user reference	71	Coop review	24	Holdings info	73
Delivery	94	Holdings info	64	Shared Expertise	26	Verification	51
Direct user borrowing	93	Verification	64	ILL	19	Communication	46
Holdings info	92	ILReference	56			Cataloging info	34

USE, IMPORTANCE, AND SATISFACTION RATINGS OF SPECIFIC ACTIVITIES

Cataloging

About half of the public and academic library respondents and a third of the special libraries engage in network-based cataloging, mostly using a bibliographic utility. For these groups, this is an important activity, and they are generally satisfied with the service received. School libraries, however, do not use network-based cataloging systems and find them only moderately important.

Acquisitions and Collections

The most common networking activities in this area are sharing collections and cooperative reviewing. Public and school libraries are the most active participants. Some libraries also engage in coordinated cooperative collection development. Except for shared collections, the importance and satisfaction ratings in this area are moderate; shared collections are rated as more important and more satisfactory. Very few libraries participate in shared storage and conservation/preservation.

Interlibrary Loan

Not surprisingly, ILL is the most active area of network activity. The majority of the respondents in every type of library but schools engage in ILL, and use network services for verification, for holdings information, and for interlibrary communications. A large proportion also use some kind of a network delivery system other than the U.S. Postal Service. Public libraries (probably as a result of the state-supported universal borrowing program and system membership) allow direct borrowing by users of other libraries. Importance and satisfaction ratings are generally high.

The comments made by some respondents offer added insights into the differences across library types. Public and academic libraries place great importance on ILL as a means of expanding the resources they make available to their users. For some special libraries, the only purpose of networking is to borrow needed materials for their primary clientele; on the other hand, they are often constrained in what they can loan and whom they can allow to use their collections. Some special libraries, however, reported that their mission is to provide on-site access to a highly selective collection, and so they neither loan materials, nor borrow items not in their own collections. School libraries do not engage in much borrowing or loaning: their users need immediate access and cannot wait for ILL. Their emphasis in networking is to share the effort of collection development.

Reference

The most common form of reference networking is allowing users direct access, frequently reported by both public and academic libraries. Special and school libraries are much less able to accommodate people other than their primary clientele. Academic and especially public libraries also engage in interlibrary reference (referral among libraries), and use network reference staff. Nearly three-quarters of the public libraries use other libraries and/or network staff for database searching; they are moderately satisfied with this arrangement. School libraries reported very little involvement in or need for interlibrary reference of various sorts; special libraries reported some, but less than public and academic libraries. Satisfaction ratings in this area were generally high.

Automation

Automation is an area in which many libraries lack expertise. The libraries engaged in cooperative automation activities were mostly public. (Note that the definition of networking used in the survey explicitly excluded shared automation efforts within an institution, such as the UC campuses). Where libraries other than public did see networking as being important was in the sharing of automation expertise.

Training and Administration

The libraries most involved in cooperative staff development and/or continuing education were public, followed by academic and special. Academic libraries were less satisfied than others with developments in this area, which all types of libraries rated as important. Bulk contracts, brokering, and project development and administration were neither common nor important to these respondents, and satisfaction ratings were fairly low.

NETWORK PRIORITIES

Respondents were asked to select from the long list of possible network services and activities those that they considered the most important. (Part 2 of Table 1.) All types of libraries selected interlibrary loan or information needed for ILL as the most important service. Cataloging was also generally high on the list (except for schools). Staff development/continuing education was also highly rated by many respondents.

BENEFITS AND BARRIERS

Lists of common benefits of and barriers to networking were developed from the pre-test responses, and respondents asked to identify the three most important. From these responses, the rankings in Part 3 of Table 1 were developed. Two additional open-ended questions asked respondents to cite barriers to and benefit of multitype networking specifically. The answers to these questions about multitype networking were similar to the answers concerning networking generally, but because the questions were open-ended respondents were free to answer in their own words, giving a better picture of exactly what they meant.

By far the most-cited benefit of networking is access to a wider range of resources. Comments indicated that respondents generally meant library materials, but also human resources, such as shared reference expertise. The benefit ranked second by all but school librarians was information exchange: respondents cited the importance of sharing information on common problems. Faster service for end-users was also ranked high, followed by cost savings and staff development.

The greatest barrier cited was money, followed by communication/coordination problems and constraints imposed by parent organizations. Libraries in different settings have different policies, procedures, and priorities which often make networking difficult. For example, special libraries noted that they were limited by their parent institution, while libraries of other types often complained that special libraries were uncooperative.

Equity problems were also cited. As one respondent put it, "Bigs don't want to loan to littles." Others commented on the responsibility of libraries to provide their clients with certain materials themselves, rather than relying on networking; and fear of being swamped with requests and/or users and of losing materials.

Uncooperative and/or elitist staff attitudes were cited as a problem, and appeared in the open-ended responses both as complaints about other libraries in the form of uncooperative and/or elitist comments. A common response was that libraries of other types had little to offer the respondent but much to gain from drawing on the respondent's resources.

Another barrier cited in the open-ended responses was differences in approaches and priorities. The responses to the first part of the questionnaire indicate that different types of libraries place different priorities on possible network activities, differences which make concerted cooperative action difficult.

CONCLUSIONS AND IMPLICATIONS

The major purpose of networking among California libraries is the sharing of resources. This requires not only that libraries be willing and able to loan materials, but that they be able to verify bibliographic information, locate holding libraries, and transmit requests and materials. A major secondary purpose of networking is to support cataloging, as with bibliographic utilities. Shared or coordinated collection development is particularly important for school libraries, who are less concerned with interlibrary borrowing. Although most networking takes place between libraries, and is invisible to the end user, many public and academic libraries do allow direct user access for borrowing and/or reference. Networking in support of administrative activities appears to be relatively uncommon and unimportant, with two exceptions: staff development and automation expertise.

The major advantage to networking is improved access to resources, which ultimately benefits the end user. Generally, respondents report that networking allows them to provide better and faster service at reduced cost. Staff development is cited as a major benefit, as well. Comments indicate that this is both formal staff development from training programs, and informal learning that comes from working with people in other libraries, sharing information, and attempting new tasks.

The major barrier to networking cited was money. Other significant barriers, however, especially to multitype cooperation, derive from organizational differences: communication and coordination problems, administrative constraints, and staff attitudes. From the comments on the surveys, it appears that the differences in priorities, policies, and administrative constraints across types of libraries create difficulties that are sometimes attributed to a lack of a cooperative attitude on the part of one party or another. Furthermore, network participants often assume (rightly or wrongly) that libraries of other types have little to offer, but will be a drain on their own resources, giving them little incentive to overcome these difficulties.

Public libraries are the most active participants in and supporters of networking, followed by academic libraries. It appears that school and special libraries differ from others in their priorities for network activities and their interest in networking. They are also much more constrained in what they can do.

Full multitype networking in California must take into account the differences between libraries and find ways to overcome the barriers identified. The high incidence of public library networking is probably due to the many years of effort in this area and state funding. Academic libraries are also active in networking. School and special libraries are where the most work needs to be done; it is not coincidental that they are the most different from the other types of libraries and the most constrained by their parent organizations. Major barriers to networking to be overcome include the lack of information and understanding among types of libraries, and the administrative difficulties of bringing together libraries who have unlike parent organizations.

TABLE 1. QUESTIONNAIRE RESPONSES

(n = number of libraries responding to the question)

Part 1 – Specific network activities and services

	% using	Satisfaction				Importance			
		Lo %	Med %	Hi %	(n)	Lo %	Med %	Hi %	(n)
Cataloging									
1. Bibliographic information (for cataloging)									
Public	54%	0	26	74	(66)	15	13	72	(94)
Academic	56	0	24	76	(38)	9	15	76	(59)
School	0	–	–	–	(0)	22	50	28	(18)
Special	34	8	23	69	(13)	18	24	58	(33)
2. Cataloging & catalog products (e.g., cards)									
Public	51%	5	33	62	(63)	23	18	59	(95)
Academic	49	0	19	81	(32)	18	18	64	(55)
School	8	0	50	50	(2)	32	42	27	(19)
Special	32	0	17	83	(12)	26	23	51	(35)
Acquisitions and collections									
3. Coordinated cooperative collection development (acquisitions and/or weeding)									
Public	20%	33	41	26	(27)	39	33	28	(72)
Academic	11	29	57	14	(7)	30	43	27	(44)
School	0	–	–	–	(0)	39	33	28	(18)
Special	15	20	20	60	(5)	35	15	50	(26)
4. Centralized acquisitions									
Public	5%	25	50	25	(4)	81	13	7	(62)
Academic	1	–	–	–	(0)	78	18	5	(40)
School	0	–	–	–	(0)	77	18	6	(17)
Special	2	–	–	–	(0)	54	27	19	(26)
5. Shared collections (e.g., films)									
Public	55%	8	46	47	(66)	18	38	44	(90)
Academic	30	6	28	67	(18)	13	31	56	(48)
School	31	0	29	71	(7)	16	26	58	(19)
Special	5	0	100	0	(2)	12	62	27	(26)
6. Cooperative reviewing									
Public	30%	0	46	55	(33)	37	33	29	(75)
Academic	6	33	0	67	(3)	53	30	18	(40)
School	24	0	29	57	(7)	19	33	48	(21)
Special	7	50	0	50	(2)	46	39	15	(26)
7. Shared storage									
Public	4%	67	17	17	(6)	67	19	14	(63)
Academic	7	75	25	0	(4)	55	38	8	(40)
School	0	–	–	–	(0)	53	36	12	(17)
Special	5	0	100	0	(1)	66	23	12	(26)
8. Conservation/Preservation									
Public	4%	20	80	0	(5)	56	28	16	(61)
Academic	3	0	100	0	(1)	47	33	21	(39)
School	4	0	100	0	(1)	38	38	25	(16)
Special	5	0	0	100	(1)	44	33	22	(27)

	% using	Satisfaction				Importance			
		Lo %	Med %	Hi %	(n)	Lo %	Med %	Hi %	(n)
Interlibrary loan									
9. Bibliographic information (for verification)									
Public	80%	4	36	60	(97)	10	15	75	(106)
Academic	64	5	21	75	(44)	3	23	73	(60)
School	12	33	0	67	(3)	26	32	42	(19)
Special	51	5	29	67	(21)	19	19	63	(32)
10. Holdings information									
Public	92%	5	36	59	(111)	3	14	83	(112)
Academic	64	7	23	70	(43)	0	9	91	(58)
School	12	0	0	100	(3)	20	20	60	(20)
Special	73	7	20	73	(30)	3	11	86	(35)
11. Availability information (e.g., shared circulation systems)									
Public	29%	8	19	72	(36)	13	18	69	(77)
Academic	13	17	50	33	(6)	16	40	44	(43)
School	0	–	–	–	(0)	35	35	29	(17)
Special	17	0	14	86	(7)	24	28	48	(29)
12. Interlibrary communications (e.g., ILL subsystems, electronic mail)									
Public	90%	6	32	62	(108)	4	16	81	(113)
Academic	53	3	27	70	(37)	12	21	67	(58)
School	0	–	–	–	(0)	39	28	33	(18)
Special	46	5	21	74	(19)	10	16	74	(31)
13. Interlibrary loan of materials									
Public	97%	4	31	66	(114)	2	9	90	(114)
Academic	86	5	27	68	(56)	3	6	91	(66)
School	19	20	20	60	(5)	32	14	55	(23)
Special	76	0	26	74	(31)	0	17	83	(36)
14. Coordinated interlibrary delivery service (NOT U.S. Mail)									
Public	94%	4	22	74	(113)	4	9	86	(117)
Academic	51	3	24	73	(33)	13	26	61	(54)
School	8	0	0	100	(2)	21	32	48	(19)
Special	22	9	36	55	(11)	21	17	62	(29)
15. Direct user access for borrowing (do you permit other network members' users to borrow directly from your library? Includes universal borrowing.)									
Public	93%	3	21	76	(112)	3	18	80	(117)
Academic	34	10	43	48	(21)	24	37	40	(46)
School	12	0	33	67	(3)	21	21	58	(19)
Special	24	9	46	46	(11)	47	30	23	(30)

	% using	Satisfaction				Importance			
		Lo %	Med %	Hi %	(n)	Lo %	Med %	Hi %	(n)
Reference									
16. Direct user access (do you allow other network members' users into your library for reference?)									
Public	95%	5	36	59	(110)	11	22	67	(119)
Academic	72	7	44	49	(45)	15	29	56	(59)
School	15	0	75	25	(4)	25	35	40	(20)
Special	44	0	56	44	(18)	43	25	32	(28)
17. Interlibrary reference (among network libraries)									
Public	85%	5	27	68	(104)	6	21	74	(107)
Academic	56	8	39	53	(36)	15	20	65	(54)
School	15	0	0	100	(3)	19	29	52	(21)
Special	46	15	35	50	(20)	20	27	53	(30)
18. Network reference (network-paid reference staff)									
Public	89%	5	19	77	(108)	3	13	84	(114)
Academic	36	4	22	74	(23)	27	22	51	(45)
School	0	–	–	–	(0)	33	28	39	(18)
Special	12	17	17	67	(6)	39	23	39	(26)
19. Database searching (e.g., another library searches DIALOG, ERIC for you)									
Public	72%	6	38	57	(88)	8	34	58	(102)
Academic	21	9	36	55	(11)	27	27	47	(45)
School	8	0	0	100	(2)	25	20	55	(20)
Special	20	0	38	63	(8)	50	11	39	(28)
Automation									
20. Cooperative planning									
Public	50%	24	37	39	(59)	15	26	59	(93)
Academic	10	50	17	33	(6)	21	29	50	(42)
School	4	0	0	100	(2)	22	56	22	(18)
Special	0	–	–	–	(0)	43	29	29	(28)
21. Cooperative purchasing									
Public	24%	15	33	52	(27)	35	22	43	(74)
Academic	6	0	0	100	(3)	39	32	29	(41)
School	0	–	–	–	(0)	41	47	12	(17)
Special	0	–	–	–	(0)	59	22	19	(27)
22. Cooperative operations (e.g., shared circulation systems)									
Public	28%	7	27	67	(30)	28	20	53	(76)
Academic	3	0	0	100	(1)	33	50	18	(40)
School	0	–	–	–	(0)	59	29	12	(17)
Special	0	–	–	–	(0)	54	21	25	(28)
23. Shared expertise (e.g., software evaluation; consulting)									
Public	44%	16	49	35	(51)	12	26	62	(91)
Academic	16	33	22	44	(9)	2	23	74	(43)
School	23	0	50	50	(6)	25	10	63	(20)
Special	20	13	25	63	(8)	10	14	76	(29)
Training									
24. Cooperative staff development and/or continuing education									
Public	85%	9	37	55	(104)	9	22	69	(112)
Academic	29	5	58	37	(19)	9	30	61	(44)
School	12	0	33	67	(3)	10	30	60	(20)
Special	32	0	46	54	(13)	13	33	53	(30)

	% using	Satisfaction				Importance			
		Lo %	Med %	Hi %	(n)	Lo %	Med %	Hi %	(n)
Administrative support									
25. Bulk contracts/quantity discounts									
Public	26%	21	42	36	(33)	33	39	28	(75)
Academic	21	0	69	31	(13)	18	44	39	(39)
School	4	0	100	0	(1)	35	18	47	(17)
Special	10	25	0	75	(4)	37	33	30	(27)
26. Brokering (e.g., acting as purchasing agent for you)									
Public	12%	13	47	40	(15)	62	25	14	(65)
Academic	13	0	83	17	(6)	42	39	19	(36)
School	4	0	100	0	(1)	21	42	37	(19)
Special	12	20	40	40	(5)	39	39	21	(28)
27. Project development and administration (e.g., grants)									
Public	54%	6	54	40	(67)	18	44	39	(96)
Academic	14	11	44	44	(9)	26	33	41	(39)
School	4	0	100	0	(1)	21	42	37	(19)
Special	5	50	0	50	(2)	48	19	33	(27)
Administration									
28. Network administration (network-paid administrative staff)									
Public	76%	9	33	58	(93)	17	18	65	(103)
Academic	21	7	36	57	(14)	41	36	23	(39)
School	0	–	–	–	(0)	69	19	13	(16)
Special	12	25	0	75	(4)	50	19	31	(26)

Part 2 – Network Priorities

Please rank order the services from the list above that are, in your opinion, THE MOST IMPORTANT.

PUBLIC	ACADEMIC	SCHOOL	SPECIAL
ILL	ILL	ILL	Holdings info
Interlibrary reference	Cataloging	Interlibrary reference	Cataloging
Delivery service	Bibliographic info for cataloging	Shared collections	Bibliographic info for verification
Cataloging	Holdings info	Coop reviewing	Bibliographic info for cataloging
Staff development/CE	Staff development/CE	Shared expertise	Staff development/CE

BENEFITS AND BARRIERS

What do you think are the GREATEST BENEFITS your library receives from cooperation/networking?

	RANK			
	Pub	Acad	Sch	Spec
Access to wider range of resources	1	1	1	1
Cost savings	5	4	4	4
Information exchange	2	2	2	3
Faster service for end-users	3	3	3	2
Staff development	4	5	–	5

What do you see as the GREATEST BARRIERS to cooperation/networking?

	RANK			
	Pub	Acad	Sch	Spec
Money	1	1	1	1
Inability to locate the libraries that can help	7	7	4	6
Use of different bibl. utilities	6	6	7	4
Staff attitudes	5	4	6	7
Parent organization's constraints	3	3	3	2
Coordination/communication problems	2	2	2	3
Equity	4	5	5	5

What do you think are the GREATEST BENEFITS of **multitype** cooperation/networking specifically (cooperation with libraries of different types), as opposed to networking generally?

PUBLIC LIBRARIES (No. of mentions)

Access to wider range of resources (116)
Promotes interaction among libraries/librarians (15)
Specialized professional expertise (14)
Better service (11)
Improved reference capability (10)
Faster service (10)
Staff development (10)
Cost savings (9)
Information exchange (9)
Library development/innovation (6)
Shared experiences (4)
Better training (3)
Less duplication of materials, effort (3)
More diverse services (3)

ACADEMIC LIBRARIES

Access to wider range of resources (36)
Information exchange (12)
Cost savings (10)
Staff development (7)
Better service (6)
Greater expertise (4)
Interaction among libraries/librarians (3)
Library development (3)
Diverse resources (3)
Benefits to users (3)

SCHOOL LIBRARIES

Access to wider range of materials (8)
Faster service (3)
Greater range of resources (3)

SPECIAL LIBRARIES

Access to wide range of resources (22)
Shared expertise (2)
Avoids purchase of seldom-used materials (2)

What do you think are the GREATEST BARRIERS to **multitype** cooperation/networking specifically, as opposed to networking generally?

PUBLIC LIBRARIES

Money (35)
Administrative barriers (33)
Lack of communication/coordination (22)
Incompatibility within libraries (size, structure, sophistication) (17)
Equity (11)
Time (10)
Legislative barriers (6)
Poor planning/lack of standards (5)
Inability/unwillingness of special and academic libraries to participate (5)
Staff attitudes (3)

ACADEMIC LIBRARIES

Administrative constraints (14)
Money (13)
Staff attitudes (9)
Equity (8)
Coordination/communication problems (5)
Willingness to share (3)
Fear of loss of materials (3)
Different needs of end users (3)

SCHOOL LIBRARIES

Coordination/communication problems (5)
Incompatibility of libraries (3)
Attitudes (3)

SPECIAL LIBRARIES

Money (10)
Administrative constraints (9)
Equity (9)
Communication/cooperation problems (6)
Different needs (3)

A Library is a Library is a Library—Or is It?: A Report on Library User Group Interviews

Prepared for
The California Conference on Networking

Diane E. Johnson

Introduction

At the spring meeting of the planning committee for the California Conference on Networking, the objectives of the conference were discussed and clarified. The touchstone for that discussion was a concern for the needs and problems of users of all types of libraries. Committee members felt that enhanced cooperation among types of libraries must directly address the needs of users as well as the needs of librarians who assist those users. Ideally, the discussion envisioned at the California Conference on Networking would include a strong focus on user needs.

The committee recognized that participants would bring diverse perceptions of user needs to their conference experience. Additional data-gathering interactions with users prior to the conference could serve to highlight those notions and to develop new ones. Such activities could also allow users to "participate," albeit indirectly, in furthering the development of cooperative library efforts in the state.

Toward that end, the committee had hoped to commission a large-scale research project which could investigate the needs of users in public, school, special, and academic libraries and which could identify and suggest remedies for problems experienced in library use. Unfortunately, there was no possibility of completing such a study within the timeframe of the conference project.

The year was about to end for most elementary and secondary schools. In addition, many academic institutions were about to shift to summer schedules which would not allow the same access to users as a researcher might have during the fall-to-spring school year. If a random-sample survey outside the walls of libraries were to be used, an exceptionally large sample would be required in order to assure adequate representation from users of each type of library. The outlook for involving library users in the California Conference on Networking looked bleak.

Several other options were considered. The most promising was to convene small "focus groups" of users from various types of libraries. Two-hour group discussions could focus on information-seeking behaviors, library use patterns, and cross-use of different types of libraries. Problems in using libraries could be candidly discussed and preferred methods of obtaining information could be elicited. Innovative ideas and critical thinking could be encouraged and captured.

Of course, such research would be very limited in scope. Highly stratified groups would be used; members would not be randomly selected. Results of interviews could not be used to infer or predict behaviors or opinions in the larger population, only to suggest areas for consideration and for possible further study.

The thought of small groups of library users, selected by librarians, sharing their experiences and concerns about libraries and library service was too full of possibilities to dismiss from the overall conference context.

After a description of the research method, you will hear those voices – at times, in their own words; at times, described collectively from my observations. Because anonymity was assured, the direct quotes (in italics) are not attributed to individuals, but to the user groups in which they participated. Each of them volunteered several valuable hours to this project. Their contributions have been personally acknowledged, but should here be publicly praised. Without these people, libraries could not exist. I hope you find their ideas evocative and challenging.

–DIANE JOHNSON
August 1985

METHOD

During June and July of 1985, six focus groups were convened in California libraries, two in the northern part of the state and four in the southern part of the state. These groups were composed of:

public library users;
special library users;
academic library users (both faculty and students);
school library users (students).

In both areas of the state, an attempt was made to convene an additional focus group of teachers who were school library users. When both attempts failed, an alternate strategy was designed and several teachers were contacted individually by telephone. The questions to which they responded were identical to those used in the groups; however, the important element of group interaction was missing.

Both private and public academic institutions were represented in the academic focus groups. Both for-profit and nonprofit agencies were represented in the special libraries group. All participants were suggested by librarians who were at least minimally acquainted with the purpose of the focus groups and their connection with the California Conference on Networking. All were recommended as being "heavy" library users.[1] All were invited to participate in the sessions by librarians. Half of the sessions were observed by at least one librarian.

An initial effort was made to keep each user group discreet, that is, to keep public library users with other public library users, special library users with other special library users, and so on. It quickly became apparent that most of the people interviewed used more than one type of library, so comments were encouraged about all types used.

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[1] The terminology used by the Gallup Organization in their 1974-1976 study for COSLA is loosely adapted here. A "heavy" user is defined as one who uses the library 50 or more times in a two-year period.

COMPOSITION OF GROUPS

In all, 36 people were interviewed. Of these, nine were members of public library user groups, twelve were members of academic library user groups (seven faculty members, five student members), five were members of a special library user group, and ten were members of school library user groups (six teachers interviewed by telephone, and four students interviewed in group).

Actual library usage varied slightly from assumed library usage (see Table 1). When asked what type of library they used most frequently, some users indicated a type of library other than the type represented in their particular focus groups. This may indicate that cross-use of library types is somewhat transparent to librarians, that is, users may not discuss their use of all types of libraries with librarians.

Demographic characteristics serve to demonstrate that the groups were *not* representative of a cross-section of the state's population and therefore reaffirm that no conclusions about the whole population can be inferred from this research. Interviewees tended to be well-educated, tended to have personal incomes over $20,000 per year, and tended to live in fairly small households. Demographic data were gathered in these three areas; results are shown in Table 2.

Table 1. Primary Library Use of Focus Group Members—Assumed and Actual.

Primary Type of Library Used	Assumed	% of Total	Actual	% of Total
Academic	12	33%	13	36%
Public	9	25%	12	33%
School	10	28%	5	14%
Special	5	14%	5	14%
None	–	–	1	3%
	36	100%	36	100%

Example: How to Interpret This Table: 12 people were interviewed as academic library users, 33% of the total number interviewed. When asked what type of library they used most often, 13 of the total number interviewed (36%) specified an academic library.

Table 2. Characteristics of Focus Group Members.

Education Level		
Attending High School	4	11%
High School Graduate	2	6%
Attending College	7	19%
Associate Degree	1	3%
Bachelors Degree	11	31%
Graduate Degree	11	31%
	36	101%*

Number in Household	
1 – 5	14%
2 – 8	22%
3 – 4	11%
4 – 10	28%
5 – 4	11%
7 – 1	3%
8 – 1	3%
9 – 1	3%
No Answer – 2	6%
36	101%*

Personal Income Level (1984)			
Below $10,000	10	28%	(primarily students)
$10,000 - $20,000	3	8%	
$20,000 - $30,000	9	25%	
$30,000 +	10	28%	
No Answer	4	11%	
	36	100%	

*due to rounding

METHODOLOGY

Each focus group session and each telephone interview opened with a broad, informal definition of "information." Questions then centered on participants' recent needs for information of any type, their subsequent searches for information, whether and what kind of assistance they sought in those searches, and how they assessed the quality of what they found and/or received. This portion of the interview was conducted without specific reference to libraries.

The purpose of the above questions was to lead toward a discussion of preferred ways of accessing information, the role of "expert" assistance within that framework, and indicators of quality used to assess information provided. No empirical data were sought on the nature and types of information needed nor were data sought on strategies used in meeting those needs. That work has already been very capably done by Brenda Dervin in her 1984 study for the California State Library, **The Information Needs of Californians – 1984.**

After the above topics were briefly discussed, the same questions were considered, this time centering on the participants' most recent uses of libraries. Again, the nature of the search was discussed, the role of the librarian in assisting that search, and the perceived quality of the information provided. A question regarding access to libraries of various types completed the session. An explanation of how the data would be used was then given by the facilitator. Sessions ranged in length from 90 to 120 minutes. All sessions were audiotaped and later transcribed. Interpretive work was done primarily from the transcriptions. Groups were allowed to stray from the specific topics described above when the discussion was animated and obviously related to concerns of the group as a whole. Questions were often used as steppingstones to other topics; each session was therefore unique. Occasionally, the facilitator curtailed a discussion to keep the interview within the two-hour limit.

Many participants lingered after the completion of sessions to chat with other participants. Coffee and other refreshments were provided at some locations. Nametags were provided at some locations. All participants were asked to complete a form listing the primary type of library used, all types of libraries used in the past six months, level of education, size of household, and personal income for 1984. All participants were offered mileage/parking reimbursement and copies of the final report. In addition, an offer was made to acknowledge participation to any agency head, family member, or other person who had made participation possible.

FINDINGS AND IMPLICATIONS

A broad range of information needs was reported by participants, from information on noise ordinances through high-potassium foods to how *Peter Pan* ends. In the Dervin study mentioned above, such everyday needs for information are called "gap situations." Dervin says,

> "Frequent library users did not differ in the kinds of gap situations they faced recently, how they saw these situations, what questions they asked in them, or what helps they hoped to get from information. They were also no more likely to report using libraries as information sources in their everyday gap situations."[2]

No attempt was made to replicate the Dervin study for this project; however, the range of information needs reported mirrored those reported in Dervin and search strategies cited often did not involve libraries as information sources. No further observations will be made here on those elements of the interviews; for that type of information, the reader is referred to Dervin.

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2. Dervin, Brenda. Report #2, p. 42.

"A library is a library is a library."

"But it isn't."

"I can go down and attempt to get access to a medical library and they won't give me access, because I'm a regular person. That isn't right. Everybody in the state of California should have access to every library, without any hassle. That's the way it should be."

—Public Library Users Group
July 20, 1985

"There have been some definite cutbacks—libraries are generally closed too much. There is a library mentality in our state that says that libraries are frills. If they could see what this means to our kids, they'd understand how important and vital libraries are. They can't just keep chipping away at them."

—School Teacher, Telephone Interview
July 1985

"It always bugs me when they won't let you check something out. Because I don't personally work well someplace like that. I work better at home."

—High School Students User Group
June 19, 1985

"You go up to the desk. If you are a student, you do this and you get this free. If not, you can pay and you can have it for two days and it means getting back there. If you have a student there who's a friend, you can have it for two weeks. I try to think back—who went to ______ that I know? I remember two people. I still know them and I'm going to call them. There's a whole network of brains that I work with."

—College Student Users Group
July 19, 1985

"I wish we had the funds to keep libraries open at night for study. The kids could study together and a teacher and a librarian could be there. It would be a good place to go that was academic."

—School Teacher, Telephone Interview
July 1985

"A lot of things that I used to use that were in book form, they are now recommending that you go on-line for. That's just great except I don't have an ID for their on-line system."

—Special Library User
June 18, 1985

"I have a friend who used to work for an engineering library. I want information about that. Do the kids I teach have access to that for term papers? There are lots of companies in the area—Rockwell, TRW, Hughes—with good science libraries. We don't know what they have or if we can use it."

—School Teacher, Telephone Interview
July 1985

CROSS-USE OF LIBRARIES AND ACCESS

As shown in Table 3, most focus group members had used more than one type of library in the past six months. Academic library users, both faculty and students, were strong users of public libraries. In addition, two college students who had come to the United States in the past five years, and who had attended high school here indicated that they would like to have access to their former high school libraries.

Public library users were also users of academic, special, and school libraries. School students interviewed reported heavy use of the public library; 75% of them listed the public library as the library they most frequently used. School teachers interviewed used public libraries heavily and reported some use of academic and special libraries. Special library users reported heavy use of public libraries and additional use of academic libraries. In addition, most people interviewed indicated that they used within-type libraries heavily; that is, academic library users generally used more than one academic library, and so on.

Table 3. Cross-Use of Libraries by Focus Group Members

Primary Type of Library Used (Assumed)	Types of Libraries Used in Past Six Months (Actual)			
	Academic	Public	School	Special
Academic (12)	(12) 100%	(9) 75%	–	(1) 8%
Public (9)	(4) 44%	(9) 100%	(2) 22%	(3) 33%
School (10)	(2) 20%	(8) 80%	(9) 90%*	(1) 10%
Special (5)	(3) 60%	(5) 100%	–	(5) 100%

*One student reported that she did not use libraries.

Cross-type library use does pose problems for users. First, the user must solve the problem of initial access: May I use the library? Is parking available? Is the library open at a time when I can conveniently use it?

Secondly, the user must clarify motivation: Are the materials I need or types of materials I need actually in that library collection? If they're supposed to be there, will they actually be available for use?

Thirdly, the user must negotiate the political and technical systems to which they library subscribes: Am I allowed to check out materials or must I use them there? Is there a card catalog? COM catalog? on-line catalog? Am I able to use those systems or to learn to use those systems?

Large university libraries, both private and public, were most often seen as inaccessible by focus group members. In addition, parking problems were mentioned by a number of focus group members and have apparently curtailed some walk-in use of college and university libraries.

The problems mentioned above are also reported by those users who use more than one library of the same type, for example, college students who wish to use a college library other than one on their home campus.

In general, focus group members had solved some of the technical problems associated with use of multiple libraries. College students and faculty members were most innovative in that regard. Most of them had taken quite a bit of time to establish and participate in networks of colleagues to assure adequate access to widespread resources.

The problems generally not able to be solved were those of simple access. When a public library is closed in the evening, users can't use it. When a school library is closed over the lunch hour or when the librarian has other duties to perform, students can't use the library. When an academic library has no parking available near the library building, many students and faculty members won't use it.

Three implications can be gleaned from these discussions. First of all, few of the problems that users experience in accessing library services are unique to multitype library use.

Secondly, the use of various library resources, added to the use of other sources of information, does indeed provide a multitude of entry points into the total information system in the state of California. Improvement can be initiated and/or supported at any one of those points.

Finally, frequent library users already use more than one type of library. If their desires for improved delivery systems and their perceptions about inaccessible libraries provide good clues, they have a keen interest in expanding their use of libraries even further. Such an interest in using all possible available resources for self, and possibly societal, improvement is well described in trend reports from Stanford Research Institute's VALS project. In one of those reports, *The Nine American Lifestyles*, researcher Arnold Mitchell states:

> "It appears that more and more people are driven by an inner vision of what they think should – and hopefully can – be, and less and less by acceptance of what is. In short, choice based on value is coming to dominate over mere capability."[3]

In 1976, Gallup reported that the number of heavy library users nationwide amounted to six percent of the total population. If the number is at least at that level in California in 1985, about 1½ million Californians are heavily using libraries of all types. Will they be expecting and possibly demanding better access to those types of libraries? Focus group members generally had high expectations about improved access.

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3. Mitchell, Arnold. *The Nine American Lifestyles*, p. viii.

PREFERRED METHODS FOR OBTAINING INFORMATION

Preferred methods for information delivery varied greatly depending on the type of information needed. The method most often mentioned by focus group members (over 35% of the time) was access by home or office computer.

Two general types of needs tended to surface in discussion – those for which an immediate answer was either needed or desired and those for which a more leisurely search and/or response time was appropriate. In the latter case, approaches mentioned included those through the catalog, through browsing an area of the collection, and/or through assistance from a librarian.

Heavy library users do seem to make connection between their everyday information needs and library resources. They do not often choose to use the library to meet those needs. (Dervin reports that libraries are used as information sources about 30% of the time, both by users and non-users.)

Several reasons for infrequent use of the library to meet everyday information needs were indirectly discussed during focus group sessions. Basically, using libraries of all types was often seen as an inefficient or uncomfortable way to address an immediate information need. On the other hand, use of libraries was particularly prized as a way of meeting more leisurely information needs.

If libraries are to assume a stronger role in meeting immediate information needs, frequent library users will have to be convinced that libraries can respond to those needs in a timely, personal, and accurate way–and, of course, libraries will have to be set up to do that.

"You need to know what they have and have it all in one looking."

—High School Students User Group
June 19, 1985

"I'd like to have a (electronic) bulletin board that tells me where to go. When I find out it's at the library, I'd like to be able to punch in to that library and have it in a computer so it comes up on my computer and I can read it. That would save a lot of time."

—Public Library Users Group
July 20, 1985

"I would like not to have to come to the library."

—Special Library Users Group,
July 18, 1985

"I would like the library to be open 24 hours a day, 7 days a week."

—School Teacher, Telephone Interview
July 1985

"There is an inherent danger in having things too easily disseminated. The whole idea of a library is that it is a treasure trove, a bin of knowledge. As you traipse and look you are acquiring, just like in liberal arts education. And I am learning that people get too far away from this in an attempt to make things quick and easy."

"I don't think so. I think when you want quick information, you want it now. When you want to go to the library because you are kind of looking for a book about running, you go over to the section on running and look through that. You are then going to walk over to all the other sections. When I go to the library and I'm specifically looking for information, I do not dawdle. When I am there to look for a book about something because I am just kind of interested, I expect to take home 20 or 30 books. But when I am specifically looking for that information, I want that information, I want to check it out and go home."

—Public Library Users Group
July 20, 1985

"There ought to be some way to summarize how to work the system. Every system has a system, so to speak. That would be the most useful of all—What are the rules of the game? In this system, who do you need to talk to? Who's the key person who will get you through there faster?"

—Public Library Users Group
June 17, 1985

"They can't put enough money in personnel as far as I'm concerned. We need people! Right now, the main problem in our library is getting someone to help. Sometimes they're so overwhelmed, they're not as courteous as they could be. They just point to the computer . . ."

—School Teacher, Telephone Interview
July 1985

"A librarian has never helped my children, always their mommy has. They are not getting the image that—I still kind of have that image, too—she's the lady behind the desk and if she is busy, I should let her do her thing."

—Public Library Users Group
July 20, 1985

"The thing is find if he's (the librarian) there, because they give him a lot of other things to do. They just close down if they don't have a librarian to be there. You can't even go in to study."

—High School Students Users Group
June 19, 1985

"I belong to about 10 historical and genealogical societies and, of course, most of them are located in our area. I use the libraries and the reference librarians all the time. Some of them are so good. And some of them are—I think they are chosen just to sit behind a desk and get rid of people."

—Public Library Users Group
July 20, 1985

"Libraries aren't standardized like Holiday Inns, even in terms of how they train people. I spend many days a year on the road (using public, special, academic libraries). I am constantly amazed at the difference in the quality of the training of the people I run into."

—Special Library Users Group
July 18, 1985

LIBRARIAN ROLES IN INFORMATION SYSTEMS

Several focus group members indicated that they were comfortable approaching information systems with minimal human assistance. Others reported that such assistance was desirable, but not often available. Still others preferred to interact directly with librarians, and were able to do that easily or were willing to postpone their searches until librarians were available.

Availability of trained personnel to assist users was a problem reported by users of all types of libraries. School students and teachers reported that librarians were too busy to assist them. Special library users generally had fewer complaints about availability, although one user mentioned that recent corporate cuts in the library budget forced users to do many of the tasks that had previously been done for them by librarians.

As mentioned earlier, college faculty members and students tended to form their own information networks of trusted reference librarians and colleagues. Initial visits to home campuses or other libraries were reported to be frustrating because of work-study or other student helpers who were ill-equipped to deal with student and faculty requests and who were unable to make the appropriate referrals or contacts for the user.

Public library users most frequently voiced the perception that librarians were overwhelmed, too busy, or generally unavailable. Several voiced a reluctance to approach a librarian who "looked busy" to ask for help.

A lack of comparable training both within and across types of libraries was noted by users. Some understanding of fiscal and personal constraints on librarian availability was also voiced.

Generally, the implication drawn from this portion of the focus group discussions is clear. In all types of libraries, with the possible exception of some special libraries, users experience a lack of trained personnel to assist with information searches. It bears noting that the users discussed here are frequent users who have some knowledge and information retrieval skills. Nevertheless, librarian unavailability seems to lead to lowered expectations about librarian interaction with users and may even spur the creation of alternative information provision systems – friends, neighbors, and so on. In addition, lowered expectations may affect future user behavior; that is, users for whom librarian help is generally unavailable may be less inclined to seek help from librarians even when that help is available.

If the librarian's role as expert guide through the information systems of the future is indeed as crucial as librarians generally believe it to be, it appears that librarians must address the issue of availability of expert help across types of libraries.

INDICATORS OF QUALITY IN INFORMATION FOUND/RECEIVED

The most important indicator cited by users from all types of libraries was timeliness, both in the sense of the information being available when it was needed and in the sense of the information being as up-to-date as possible. As a corollary, several school, academic, and public library users voiced the perception that collections in their libraries were dated and that the library was most useful as a source of historical material.

The second indicator cited was relevance and/or practical value. Some discussion was encountered in three of the six groups regarding proximity to the source as a measure of relevance. These three groups (public, special, and academic groups) seemed more concerned about bias encountered in second- and third-hand sources than the other three groups.

The final indicator, mentioned in four of the six groups, was the completeness or thoroughness of the search. There was a concern voiced in these groups about the possibility of missing relevant materials.

"If it achieves the result I want (it's quality information). If it doesn't really solve what I'm looking for, then I have to look at: Am I comfortable that the resource person has done a first-class job for me or have they just made a pass at it?"

—Public Library Users Group
July 20, 1985

"It kind of seems like students are the last. I don't know how you'd say it. It's like they're looking after the students last. If they can help you find it they will, but they won't go out of their way. I think in the public school system, the student should be the number one priority."

—High School Students User Group
June 19, 1985

"In my private life, I find that libraries, like most institutions, are not there to serve me as a reader. College libraries are there for the professors, not the students. Libraries are run for librarians. There is a parking lot over there. Who is it used by? It's used by the staff. What horrible arrogance!"

—Special Library Users Group
July 18, 1985

"You walk in the door, look around, and say—hey, it is machines. It's not easy to learn to use. There is nobody to help you—no flowers or music or anything to make it friendly or positive. I was uneasy because people were waiting to get on. It wasn't comfortable, but I did learn it. It makes the card catalog totally outdated."

—College (Faculty) Users' Group
July 19, 1985

"We all take this little learning resources class—it doesn't even begin to touch on what we have access to."

—College (Student) Users Group
July 19, 1985

"Most of the computers aren't capable of talking to each other. It is just an agony. Certainly, you could have some kind of iron-clad federal department of library intercoordination and you could shoot all librarians who didn't buy the standardized government model computer. There would be perfect coordination, but it would be 25 years before the system would be in place and it would probably be wrong. So we've got to work with what we've got."

—Special Library Users Group
July 18, 1985

"We're teaching kids to use the card catalog. The public library got rid of the card catalog, I mean they totally took out the card catalog. They got this microfilm catalog . . . "

—School Teacher, Telephone Interview
July 1985

IN CONCLUSION

There are three general impressions, "flags" of a sort, which surfaced during the course of these 15 hours of interviews.

The first is that, intentionally or unintentionally, librarians often seem to impart the notion that "users are last." From the preschooler for whom the librarian is too busy, through the school student who perceives that the school library is set up for everyone except the student, to the college student or professor told to "sink or swim" in the on-line catalog, the notion persists. Librarians cannot expect advocates for libraries to rise from the ranks of those for whom librarians have failed to be advocates.

Secondly, frequent library users are well aware that the world of information is expanding.

Finally, there is an overall kindness to libraries and librarians, an understanding of the constraints under which most libraries operate. There is at the same time, however, a general feeling that things could work better. If that feeling grows over time, a different approach to accountability for libraries may occur. Instead of accounting for dollars spent, libraries may be asked to account for gaps in service, gaps which exist from the user's perspective. The library of the future may not be asked "How well do you do what you do?" Instead, the library of the future may be asked "How well do you do what I need you to do?"

The answer to that question will depend on what librarians are able to do together. Focus group members had many articulate, intelligent messages for librarians. It seems appropriate to conclude with one of those:

> "It seems to me that the number one thing that libraries can do is to take an innovative and aggressive approach. Again and again, libraries sort of adopt a reactionist stance to the world, instead of going on the offensive. That is how you get political power and that is how you get support. Go out and build the political support for what you want and what you want to do."

–Special Library Users Group
July 18, 1985

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APPENDIX D:
On-Site Study Collection

ON-SITE STUDY COLLECTION

The on-site study collection is available for consultation at the registration desk in the exhibit lounge area. Its purpose is to assist participants in the California Conference on Networking to gain ideas and information to augment the scheduled and informal presentations and discussions. It was selected to be representative of the issues and concerns in multitype networking, rather than to be exhaustive.

The study collection includes all but one of the items in Betty Turock's bibliography (in the Workbook). It also includes the following supplementary materials. Those have been selected as either responding to particular concerns expressed by Conference participants and planners, or because they further illustrate the wide range of activities undertaken by regional, state and national multitype library cooperatives.

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APPENDIX E: Biographical Information - Resource People

Hugh C. Atkinson - University Librarian, University of Illinois, Urbana-Champaign.

Prior to his acceptance of that position in 1976, Atkinson was Director of Libraries at Ohio State University. He is a member of the Board of the Association of Research Libraries and a member of the Board of Trustees for the Online Computer Library Center (OCLC). He is also a member of the Users Council for OCLC, a member of ALA, and a member of the Illinois Library Association. In recent issues of *Library Journal,* he has authored several articles on library technology and the library in the future. His chapter, "Automation in Austerity," was published as part of a recent monograph issued by Scarecrow Press titled *Austerity Management in Academic Libraries.*

Scott Bruntjen - Senior Vice President, Blue Bear Group, Pittsburgh, Pennsylvania.

Bruntjen is the former director of the Pittsburgh Regional Library Consortium, a multitype group, and has been active in the OCLC Users Group. Prior to his work at PRLC, Bruntjen worked for 10 years in a university library setting. He authored the *Checklist of American Imprints.* In 1983, his book *Data Conversion* was published by Knowledge Industries. Blue Bear has been awarded a contract by the Pennsylvania State Library to convert the 17 million records in school libraries in the state of Pennsylvania.

Bob Drescher - Head, Library Development Bureau, New Jersey State Library.

Drescher has helped shape the planning process and legislation for multitype cooperation in New Jersey over the past few years. He outlined that process at the ALA Midwinter meeting of the Multitype Library Networks and Cooperatives Section (Multi-LINCS) of the Association of Specialized and Cooperative Library Agencies. Drescher has several years experience in school, academic, and systems library settings.

Janice Beck Ison - Executive Director, Lincoln Trail Libraries System, Champaign, Illinois.

Ison accepted her position in Illinois in 1983. She is the former director of the Southwest Library System, headquartered in Durango, Colorado. The Colorado system is a multitype organization and the members of Lincoln Trail have recently voted to become a multitype, under new provisions in Illinois. Ison was the 1985 chair of the Multitype Library Networks and Cooperatives Section (Multi-LINCS) of the Association of Specialized and Cooperative Library Agencies (ASCLA) of ALA.

Major R. Owens - Congressman, 12th Congressional District, New York.

Owens was elected to the U. S. House of Representatives in 1982, after serving in the New York State Senate for eight years. He has been director of the community media program at Columbia University and a community coordinator for the Brooklyn Public Library. He has also served in numerous community development and planning positions. He is a published author and lecturer on library science and was the keynote speaker for the 1979 White House Conference on Libraries and Information Services.

Barbara M. Robinson - independent consultant, Berkeley.

Robinson has worked in special, academic, public, and school libraries in Washington (DC), New Jersey, and Massachusetts. She was the director of the Metropolitan Washington Library Council, a multitype cooperative with 250 member libraries. Most recently, Robinson was with Peat, Marwick, Mitchell & Company in San Francisco, in their management consulting practice. She has worked on a variety of projects, including Machlup's study on the production and distribution of knowledge, and a National Science Foundation project evaluating technology transfer and utilization. She has served on several advisory panels and task forces, including the Network Advisory Committee (NAC) for the Library of Congress. She served as a member of the task force on The Role of Special Libraries Association (SLA) and the National Commission on Libraries and Information Services (NCLIS).

Barry A. Rosen - Senior Associate, Interaction Associates, San Francisco.

Rosen has spent the last eight years studying group process, communication and conflict resolution as a consultant, trainer and organizational analyst. He has served as a visiting lecturer at the University of California, Berkeley, since 1981, teaching graduate level courses in group problem-solving and decision-making. He is program director for the University of California Project on Environmental Decision-making, a project aimed at promoting collaborative problem-solving among industry, government and environmental organizations. Prior to joining Interaction Associates, Rosen worked as a management analyst for the City of Berkeley. He has authored several articles and papers on dispute management and public participation.

Betty J. Turock - Assistant Professor, Rutgers University (New Brunswick, New Jersey),
School of Communication, Information, and Library Studies.

Turock has spent much of the last few years researching multitype library organizations. She has served as the director of the Montclair (NJ) Public Library and as the assistant director of the Rochester/Monroe County Library System in New York. She has worked extensively in public libraries as well as school media centers. She is the author of *Serving the Older Adult: A Guide to Library Programs and Information Sources.*

Nancy A. Van House - Assistant Professor, University of California, Berkeley,
School of Library & Information Studies.

Van House has recently completed a project for the Baltimore County Public Library in Maryland which relates operational costs to output measures. She has been named to the Standards Development Project for the Public Library Association (PLA). This project will revise planning processes and output measures for public libraries, and will work with the public library typologies and related measures developed by the New Standards Task Force. Van House will also be involved in the design of a national database for public library planning and evaluation.